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DEMOCRACY IN EDUCATION



EDUCATION FOR DEMOCRACY



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## COMMANDER OF MARINE RAIDERS SENDS MESSAGE TO A.F.T.

Lt. Col. Evans F. Carlson, famous commander of the Marine Raiders, sent this letter to the American Federation of Teachers shortly before the convention. The letter was read to the delegates.

Dear Mr. Kuenzli:

Thanks very much for your thoughtful letter of July 26. It is encouraging to know that others, especially those concerned with education, believe in honest and unadulterated democracy.

It must be obvious to intelligent men and women everywhere that true democracy provides the most efficient, and the most abundant and happiest way of life for all the people. It does require restraint and self-denial on the part of leaders, but this is a small price to pay for the satisfaction that derives from the knowledge that there is no measurable want among the rest of the population. This attitude of men, however, appears to be one to which many have to be educated; hence the extreme importance that educators themselves be thoroughly indoctrinated in the precepts of true democracy.

One of the prime tasks of veterans' organizations at the end of the war will be that of educating the returning servicemen with a view to mobilizing their efforts on behalf of the task of bringing into full realization the objectives for which they fought, and for which so many of their comrades have died. Unfortunately, their battles will not have ended when the last gun of this war has been fired. They will return with a much clearer conception of the type of society they want to live in, but they must be taught that it can be attained only by their individual and collective action through the exercise of democratic processes.

With best wishes and deep appreciation, I am

Sincerely,  
(Signed) EVANS F. CARLSON

General  
Falon

October 1944

Volume XXIX

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# The American Teacher

Published by

The American Federation of Teachers

AFFILIATED WITH THE  
AMERICAN FEDERATION OF LABOR

Mildred Berleman, Editor

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## GREETINGS FROM PRESIDENT ROOSEVELT

CAJ14 NL GOVT VIA DC—THE WHITE HOUSE WASHINGTON DC AUG 13

IRVIN R. KUENZLI, SECRETARY-TREASURER  
AMERICAN FEDERATION OF TEACHERS CONVENTION LA SALLE HOTEL

AGAIN LET ME REQUEST THAT YOU TRANSMIT TO THE DELEGATES AND MEMBERS OF THE AMERICAN FEDERATION OF TEACHERS MY CORDIAL GREETINGS AND SINCERE GOOD WISHES AS THEY PLAN TOGETHER TOWARD THE SOLUTION OF PROBLEMS POSED BY THE WAR AND THE RECONSTRUCTION PERIOD THAT WILL FOLLOW VICTORY.

DESPITE CERTAIN WIDELY PUBLICIZED EDUCATIONAL WEAKNESSES REVEALED BY THE STRAINS OF TOTAL WAR, THE SCHOOLS AND COLLEGES OF THE NATION HAVE MADE A MAGNIFICENT CONTRIBUTION TO THE WAR EFFORT. AMERICAN FIGHTING MEN HAVE PROVED IN COMBAT THE INITIATIVE, SELF-RELIANCE, MENTAL ALERTNESS AND DEVOTION TO DUTY THAT ARE THE PRODUCTS OF THE TRAINING THEY HAVE RECEIVED NOT ALONE IN MILITARY TRAINING CAMPS AND STATIONS, BUT IN HOMES AND SCHOOLS AND OCCUPATIONAL LIFE AS WELL.

FRANKLIN D. ROOSEVELT

## Delegates Spend Five Busy Days at A.F.T. Convention in Chicago

SINCE the American Federation of Teachers includes within the scope of its work the problems of both education and labor, and since each of these fields covers a vast area, especially in the present critical period, it was not surprising that the 320 delegates to the 28th annual AFT convention, held in Chicago August 14-18, found themselves confronted with enough problems to keep them working hard for five days and four evenings.

As is customary at AFT conventions, each delegate was assigned to a committee, and each of the twenty committees had an important task to perform. This year, since more time was allowed for committee meetings and committee reports to the convention, and since the work of the standing committees had been coordinated with that of the corresponding convention committees, it was possible for the convention committees to present exceptionally helpful reports and to make many excellent suggestions and recommendations for the future activities of the AFT.

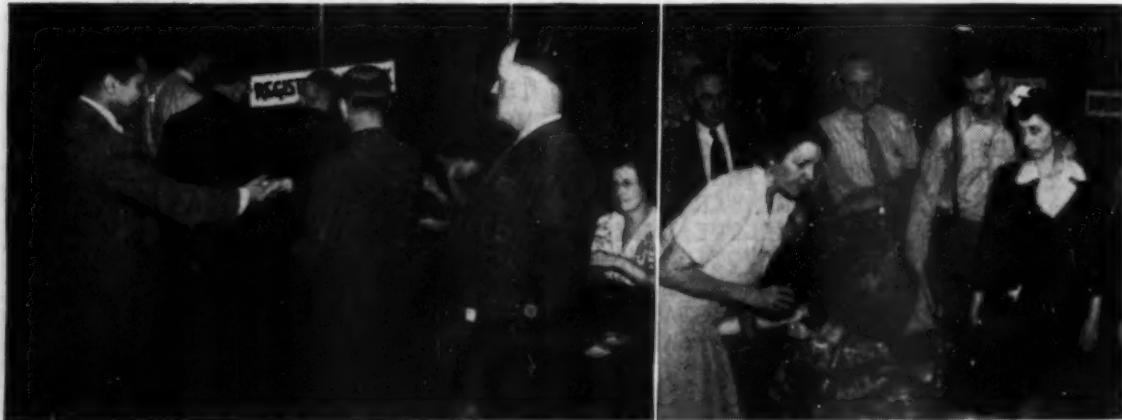
At the opening session Vice-President Helen Taggart, of Chicago, chairman of the convention committee, presided. The invocation was pronounced by Rev. G. Y. Smith, AFT vice-president from Atlanta. Arthur W. Walz, vice-president of the Chicago local, and Louis McFadden, president of the Illinois State Federation of Teachers, greeted the delegates on behalf of their respective organizations. President Joseph

F. Landis then made his address.

At the first afternoon session, reports were made by Secretary-Treasurer Irvin R. Kuenzli, by the chairman of the editorial board of the *AMERICAN TEACHER*, and by its editor. Mrs. Rebecca Simonson, AFT vice-president from New York, presented a statement of issues which in the opinion of the Executive Council deserved the attention of the convention. The rest of the afternoon was devoted to committee meetings, after which a buffet supper was served in the offices of the Chicago local.

The report of the AFT legislative representative, Vice-President Selma Borchardt, constituted the most important part of Tuesday morning's session. In the afternoon Dr. John Childs, chairman of the AFT Commission on Education and the Postwar World, reported on the work of the commission.

The convention dinner was held on Tuesday evening. A glance at the front and back covers of this magazine will show how large was the attendance at this affair. Lt. Comdr. V. J. Gorski, U. S. Navy, pronounced the invocation. The general theme of the speakers on this occasion was "Child Welfare in the Transition from War to Peace." Miss Sheila McKay, of England, described the Youth Service as it functions in England today, and explained the plans for expanding its work after the war. John Connors, AFT vice-president and national director of the Workers Education Bureau, presented labor's



DELEGATES AT THE REGISTRATION DESK



### SPEAKERS AT THE ANNUAL DINNER

Lt. Comdr. V. J. Gorski, Miss Sheila McKay, Mrs. William A. Hastings, John Connors

viewpoint and labor's hopes and plans. Mrs. William A. Hastings, president of the National Congress of Parents and Teachers, expressed special concern for the youth between 14 and 18 who have left school to work or to enter military service. She stressed the need for counseling and guidance services and for community planning to meet the situation.

During the first part of Wednesday morning's session nominations were made for the AFT president and vice-presidents. The rest of the session was devoted to a panel on the accomplishments of locals during the past year.

A symposium on the theme "Assisting Teachers in Meeting Problems of the Postwar World" constituted the program for Wednesday afternoon. Miss Dorothy Weil, chairman of the national educational policies committee, led the

discussion. For a report on this symposium see page 34.

At the conclusion of Wednesday afternoon's session the Educational Secretaries Union, Local 224, Chicago, invited all delegates to a tea.

Elections were held Wednesday evening. Since Joseph Landis, last year's president, was the only nominee for the presidency, there was no doubt about his re-election. Of the eighteen candidates nominated for the fifteen vice-presidencies, the following were elected:

Carl Benson, 250, Toledo, Ohio.  
Selma Borchardt, 8, Washington, D.C.  
John D. Connors, 2, New York, N.Y.  
George S. Counts, 2, New York, N.Y.  
Ruth Dodds, 31, Sacramento, Cal.  
Arthur A. Elder, 231, Detroit, Mich.  
Lettisha Henderson, 28, St. Paul, Minn.



EDUCATIONAL SECRETARIES SERVE TEA



*Above:* President Joseph Landis and Convention Chairman Helen Taggart at the annual dinner.

*Below:* Local 27 presents a bouquet to Selma Borchardt after her legislative report.

Lila A. Hunter, 200, Seattle, Wash.

E. Robert Leach, 700, Fort Wayne, Ind.

Mary E. Moulton, 691, Kansas City, Mo.

Mrs. Natalie F. Ousley, 4, Gary, Ind.

Mrs. Rebecca Simonson, 2, New York, N.Y.

Gerald Y. Smith, 89, Atlanta, Ga.

Stanton E. Smith, 246, Chattanooga.

Helen Taggart 1, Chicago, Ill.

The other three nominees were: Howland Paddock, of the Kenosha local; Mary Wheeler, of the West Suburban local; and Henry Zaber, of Belleville, Illinois.

At a convention luncheon on Thursday, Miss Sheila McKay made an interesting and informative address on "Rebuilding Education in England."

Most of the last two days of the convention were taken up with the consideration of the various committee reports.

### COMMITTEE CHAIRMEN

The chairmen of the convention committees were the following:

### ACADEMIC FREEDOM

E. L. Kimball, Local 571

### ADULT EDUCATION

Theodore Brameld, Local 444

### CULTURAL MINORITIES

May Lane, Local 2

### EDUCATION BY NEW MEDIA

Madeline Long, Local 59

### EDUCATIONAL POLICIES

Dorothy Weil, Local 1

### INSURANCE & CREDIT UNIONS

Frank Henke, Local 1

### INTERNATIONAL RELATIONS

Irving Fullington, Local 563

### LEGISLATION

Mary McGough, Local 28

### OFFICERS' REPORTS

Mary Casad, Local 296

### ORGANIZATION

George Montgomery, Local 231

### PENSIONS & RETIREMENT

James Fitzpatrick, Local 252

### PUBLICITY & PUBLIC RELATIONS

Florence Sweeney, Local 231

### RESOLUTIONS

John Chapin, Local 279

### SCHOOL SECRETARIES

Winnifred Higgins, Local 224

### SOCIAL & ECONOMIC TRENDS

William Withers, Local 2

### STATE FEDERATIONS

George Wilson, Local 715

### TAXATION & SCHOOL FINANCE

Carl Megel, Local 1

### TENURE

A. Mark Levein, Local 2

### VOCATIONAL EDUCATION

Helen Campbell, Local 1

### WORKING CONDITIONS

Margaret Root, Local 3

Since the action which the convention took on the basis of the committee reports constitutes a large part of the material in this issue of the *AMERICAN TEACHER*, there is no need to discuss this subject any further in this summary.

Special mention should be made, however, of the adoption of a set of bylaws which will make it unnecessary to draw up and consider an entire set of convention rules at every convention, as has been done in the past. Thus, it is hoped, considerable time will be saved at future conventions.

## Convention Sends Message to General Eisenhower

On the last day of the convention the following resolution, presented by President Landis, was passed unanimously by acclamation and sent to General Eisenhower:

"Out of a sense of deep gratitude the delegates to the 28th Annual Convention of the American Federation of Teachers send you cordial greetings. We take pride in the bold and inspired leadership which you and your associates in command have given the armies of liberation on

the continent of Europe. We take pride also in the superb qualities of body, mind and heart displayed by our fighting men, their strength and skill, their courage and resourcefulness, their simplicity and democratic spirit, their devotion to their country and to the cause of human freedom. We hope and trust that the day of military victory over the forces of tyranny is not far distant. We are firmly resolved then that the teachers of America will do their part to transform the victory on the battlefield into a just and lasting peace for our people and for all men."

## President Landis Reviews Gains and Sets Forth Issues to Be Met

Excerpts from the Address Made by President Landis at the  
Opening Session of the Convention



JOSEPH F. LANDIS

WE MEET today at an auspicious hour in human destiny. The end of world-chaos and conflict is now in sight. We have a right to be proud of our military might and the successes of our allies in arms. We may well be jubilant over a production output unparalleled in human history produced under the leadership of the great organized labor movement of America. We can be intensely proud of a system of public education which has produced a generation able to adjust itself alike to the distortions of armed conflict and to the stresses of war-time production.

Great advances have been made in the past twelve months. President William Green of the American Federation of Labor urged upon both political parties the adoption of a platform plank endorsing federal aid to education. The Democratic convention approved its inclusion—another advance in the long road toward federal support of education.

The GI rehabilitation bill as first proposed restricted educational training for returning veterans to a selected group, in selected courses, at selected institutions not of the selectees' choos-

ing. Believing that every veteran has a right to select his own type of training and that all should have such training available, Secretary-Treasurer Kuenzli was able through his American Legion connections to arouse their opposition to these arbitrary provisions. He interested the AFL in the undemocratic procedures involved. Pressure from these two great organized segments of American life resulted in adoption of an amended bill guaranteeing educational opportunity to all demobilized military personnel desiring it, and assuring further training to those demonstrating marked proficiency, in institutions of the veterans' own choosing, in courses of their own selection—a truly democratic enactment and a milestone in educational advance.

President Green, in conference with President Roosevelt on November 13, 1943, defended public education within established patterns in the following statement:

"We feel that education is the most fundamental permanent responsibility of any nation which no emergency should interrupt. We hold that our public school system is the bulwark of our democracy and that it is provided with safe-

guards to assure social objectives. We believe that responsibility for education of our citizens should center in this system and that the setting up of separate agencies not related to this central system tends to undermine it and to make for conflict in objectives."

In the Philadelphia Charter, adopted by the General Conference of the International Labor Organization, a document every teacher should thoughtfully read, appeared these approved objectives for furtherance among the nations of the world: 1. Provision for child welfare; 2. Assurance of equality of educational and vocational opportunity.

Significant gains have been made against racial discrimination. The Supreme Court has ruled invalid the poll tax limitations upon the exercise of franchise rights. Texas and Arkansas have already granted the Negro full voting rights. Another Southern state enacted legislation requiring like expenditures for school buildings for both Negro and white children and like minimum salaries for teachers in both types of schools. During the year, the U. S. Department of Education urged Southern universities to accept Negro students. St. Louis University has established a precedent in liberalism by opening its doors to Negro students. These advances, slight though they be, are significant as evidences of growing tolerance and bring us a little closer to the day of the complete brotherhood of man.

### ***Labor Support Assured***

To those doubtful of the value of our affiliation with organized labor, the originator of our great public school system, we call attention to pronouncements of the AFL education program adopted in 1940 as an evidence of advanced thinking on their part, in exact anticipation of the perils to education lying in the immediate years ahead. First, they demanded adequate and proper enforcement of compulsory school attendance laws. They anticipated the present breakdown in school attendance, the lowering of compulsory attendance age, and the present wave of juvenile delinquency now menacing us. The FBI recently reported that the majority of arrests in the U. S. during the past year were those of teen-age youth. Labor's long fight against child labor and insistence that youth remain in school has in large part been nullified by the emergency, lax attendance enforcement, and the lure of inflated earnings. In the fight ahead, the AFT will have full support of the AFL in the

endeavor to return our school-age youth to classrooms and in opposing curtailment of local expenditures to maintain adequate schools. Thus, as early as 1940, the AFL anticipated this type of recession and urged its state and local affiliates to strive for adequate local and state aid to meet the challenge.

### ***Inadequacy of Salaries Causes Shortage of Teachers***

Second, they insisted upon adequate salaries, foreseeing coming events. What is the picture today? National average salary for all teachers in 1942-43 was \$1550. In that same year, less than \$300 was paid to 10,000, and 360,000 were paid \$1200 or less. Teacher shortages have increased alarmingly.

In response to a request to Dr. Studebaker, U. S. Commissioner of Education, for a terse statement on present teacher shortages, Benjamin W. Frazier, Senior Specialist in Teacher Training of the U. S. Office of Education, replied on August 10th:

"Current reports indicate number teachers emergency certificates issued during year ended June almost doubled over preceding year." Parenthetically, this means that more than 78,000 such certificates were issued. "Further losses anticipated in teachers college enrollments already down 53 percent since 1939-40. Cannot estimate number closed classrooms, but was 7700 last October and several states report worse situation this year. Need for increased teachers' salaries urgent."

Inadequate public financing of schools is a challenge in every section of America. How can it be met? Every state legislature must be convinced of the imperative need for more adequate state appropriation. Strong state federations of teachers must serve as the integrating force to arouse the teachers and civic minded bodies, and to enlist the powerful aid of organized labor to effect relief. Local tax support must in a similar manner be secured. Let none of us be lulled into a false sense of security in the hope that federal aid will solve the problem. At best, federal aid will supplement and not supplant local and state aid. Millage limitations must be removed. Adequate income, excess profits, corporations, and utility taxes must be established. Even sales taxes, where, as in Ohio, they constitute a major source of school revenues, must be maintained or adequate replacement taxes provided.

These considerations make our position on the

adoption of adequate permanent and emergency federal aid to public education important. There must be no doubt as to exactly what that position is. As determined by resolution at the last convention, we insisted upon two forms of federal aid. First, we advocated emergency legislation to meet war-time maladjustments. The huge increase in allocations under the Lanham and Smith-Hughes Acts are a direct result therefrom. Second, we advocated adequate federal aid including provision for equalization of educational opportunity nation-wide, and distribution of funds on the basis of need, subject to inclusion of adequate teacher protection by means of state tenure and pension laws and payment of minimum salaries of at least \$1500. Much furor has emanated from educational circles over the failure of Congress to enact S. 637. This bill, guaranteeing not a single cent of expenditure for teacher salaries, establishing no minimum salary as a condition of federal assistance, and providing for a two-thirds distribution of allocated funds on the basis of population and but one-third upon the basis of need, in no sense conformed to the pattern of federal aid approved by our last convention. For your officers to have endorsed such a bill would have been an action counter to the express mandate of the convention and one of decidedly bad faith.

### **Federal Aid Needs Further Study**

As president of this organization, it is my earnest hope that both in committee and on the floor of the convention, there will be a complete re-examination of our position on federal aid. As realists, we know that any bill guaranteeing equality of educational opportunity to Negro youth will be defeated by the united vote of Southern representatives and senators of both political parties.

What then shall we do? Our stand for complete equalization of educational opportunity is defensible and accords with our traditional non-discrimination policy. Any departure therefrom seems to represent approval of discrimination and perpetuation thereof. However, insistence upon no discrimination likewise perpetuates discrimination by preserving the present status quo, and offering the Negro no additional aid. Even defective S 637 provided for doubling the educational expenditure for Negro youth in Louisiana. True, the present disparity in amount spent per capita for white and Negro youth in that state would be maintained. Shall we preserve the

present disparity by insisting upon equalization and delay passage of federal aid for generations, or shall we preserve the present disparity but increase greatly the amount spent on education of Negro youth? Should we adopt the latter course, can we secure the approval of the AFL, which has heretofore insisted upon equalization of educational opportunity? Can any such bill be enacted if opposed by the American Federation of Labor?

Another deterrent to the adoption of a program of federal aid based upon need is the lack of power of the Congress to require the exercise of uniform taxing power by the several states. New Mexico spends 116% of its tax-paying ability, but pays only \$20 yearly per child for education. Whereas Delaware spends 28% of its tax-paying ability, but allots \$156 yearly per child for education. How can need be determined between these two states?

This speaker believes that the adoption of federal aid to education is imperative, that its effect upon successive generations of Negro youth is incalculable and that in our final decision we should give thoughtful consideration to the wishes of our Negro delegates, who have a right to speak in behalf of those most to benefit or most to suffer.

Whatever federal aid program we may finally adopt, your president recommends that the Executive Council be instructed to draft a bill in accordance therewith and to strive for its adoption in the forthcoming session of Congress.

In the post-war world, teachers must be free from the totalitarian dictatorship now characterizing American public education. We speak much of democracy in education. Where, pray, may it be found? Schools, early patterning after industry, elevated principals and superintendents to positions of autocratic and dictatorial power. Who decides what courses shall be taught, what methods shall be used, and what policies shall be followed? Only in rarest instances, the teachers—generally one man decides for good or ill, and the community, the pupil, and the teachers, benefit or suffer therefrom. When administrators call their full teaching staffs into conferences, groups usually as well trained professionally as the administrators, and in mutual conference reach decisions by majority rule, only then will democracy in education be more than a meaningless shibboleth. Would mathematics and science have been well nigh eliminated from sec-

ondary education had the great body of American teachers exercised the determining force? Do marital restrictive clauses, non-political-activity clauses, and indignities, such as non-smoking clauses, represent democracy in education? Teachers are placed upon a pedestal in theory, but oftentimes are denied the opportunity to exercise full citizenship rights and to mingle unreservedly and unafraid in the life of their community.

In the post-war world, we must be prepared to effect in practice what we approve in theory—equal pay for equal service and preparation, without regard to sex. Women must be assured continuance of the freedoms recently gained, not only in the teaching profession, but in all American life. Women must retain their place as co-workers with men in industry, business, and the professions. Service, not sex, must be the key to employment and advancement.

This convention should be concerned with the present vicious attack on unemployment compensation provisions of the proposed Omnibus Bill. The entire anti-social-minded forces of the United States seem to have marshalled opposition to those provisions assuring adequate protection to the unemployed in the immediate post-war adjustment period. Claims of exaggerated payments and encouragement of idleness are being made. Philip Murray, president of the CIO, recently called attention to the fact that agriculture is protected to 90% of parity and

that business and industry are protected under the stabilization law for a two-year period to the extent of guaranteeing through carry-back and carry-forward provisions profits for two years of  $2\frac{1}{2}$  times their peace-time earnings. Corporations, without turning a wheel for two years at the close of the war, may first draw upon the federal treasury to reach the break even point. After that, they can draw upon excess profit tax payments up to 81% to bring their income up to peace-time profits. These same great corporate interests, secure in assurance against loss, oppose adequate unemployment compensation for workers for the same two-year period. Surely human values are as deserving as investment values. This nation can well afford protection of its citizens against post-war unemployment to a degree comparable to that provided to industry, business, and agriculture.

We now call upon the AFT and this convention boldly to meet these complex issues and strive for their solution in the service of our country and its youth. May we so serve in shaping the educational policy of this day that labor and learning may walk together in the light of truth and brotherhood toward a more secure and better world! We likewise call upon all the classroom teachers of America to join us and aid in framing an educational pattern that will justify the faith of the children of America and the parents of America in the teachers of America as they strive to build a more perfect world.

## The Union in Action in 1944

Excerpts from the convention address of  
Secretary-Treasurer Irvin R. Kuenzli



THE twenty-eighth annual convention of the American Federation of Teachers has convened today at a time when the catastrophic war brought on by the Fascist dictators has reached a climactic stage and victory is in sight.

Loyalty to the great cause of freedom for which we are waging total war on far-flung battlefronts demands that this be a "time for

greatness" and that we rise above trivial controversies.

In a short time twenty committees made up of this entire convention will be at work in clinics devoted to essential problems of education in wartime. The expert will meet with the inexpert and the experienced with the inexperienced in a great trading post of educational ideas. This report is intended as something of a preface or

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introduction to the meetings of committees and as a statement of the progress and some of the major problems of the organization during the past year.

### **Progress in Organization**

Despite the difficulties of organization work incident to lack of travel facilities and pressure of wartime duties the past year has been one of the outstanding years in organization gains in AFT history. Thirty new locals and one state federation were chartered during the fiscal year ending July 1, 1944, and one local and two state federations have been organized since the end of the fiscal year.

The thirty-one new locals were distributed among the states as follows: Ohio 7, Illinois 4, Indiana 4, Iowa 2, New York 2, New Jersey 2, Texas 2, Washington 2, Connecticut 1, Georgia 1, Alabama 1, Kansas 1, Kentucky 1 and Minnesota 1.

Frequently inquiry is made as to whether the AFT is gaining or losing members. Despite heavy losses to the armed forces and to war industries the per capita report issued in June showed a net gain over the previous year of 1,972 members. Records at the national office show that we have had a net gain of more than 7,000 members in the United States since Pearl Harbor.

In the total number of locals Illinois now leads with thirty-two. Ohio is second with twenty-five and Indiana third with twenty-four. It is an interesting fact that there are 81 locals in the three states of Illinois, Ohio and Indiana. There are now locals in all but a few of the larger cities of these three states. Nearly one half of the membership of the international union is in these three states.

### **Building Established Locals**

One of the outstanding developments in the AFT in recent years is the growth of a large number of locals representing 50% to 100% of the eligible teachers. If all locals now chartered were organized in the same proportion as our two largest locals, Chicago and Cleveland, the membership of the AFT would be well over 100,000. If all teachers of the nation were organized in the same proportion as Atlanta, Georgia, the membership of the AFT would approach the million mark. In view of the extreme difficulty of organization work at the present time, due to travel restrictions, man-

power shortage, and war activities of teachers, every established local should make a special effort to build up its membership during the coming year and to establish contacts for organizers in neighboring cities. To some extent every local is strengthened by the growth of the whole international union. Important as the chartering of new locals is, it should be remembered that it would easily be possible to build a membership of more than 100,000 within the framework of locals already chartered.

### **British Columbia Teachers Affiliate with Labor**

During the past year the British Columbia Teachers' Federation, with a membership of 3,000 to 4,000, affiliated with organized labor.

Officers of the Federation stated that the organization literature of the AFT was largely responsible for persuading the teachers of British Columbia to affiliate. The addition of this dynamic organization to the teacher union movement of America should do much to stimulate organization of teachers both in the United States and in Canada.

### **Cooperation of the A.F.L. in Organization Work**

During the past year we have had splendid cooperation from the American Federation of Labor in our organization program. Early in the year Mr. Frank Fenton, Director of Organization of the AFL, sent a communication to all members of the AFL organizing staff urging them to survey the possibilities of organizing teachers in their respective territories. AFT literature was sent to all organizers along with this communication both to supply information about the AFT and to furnish an educational background for the field representatives of the AFL.

Mr. Fenton has forwarded to the national office many interesting replies from organizers regarding their experiences in organization work among teachers. Several of the locals chartered this year have been organized with the direct help of AFL representatives.

### **Nationwide Attack on Organized Labor**

It is unnecessary to say to members of the AFT that there has been a nationwide campaign against organized labor during the past year. This campaign has been carefully organized, highly financed, and effective in its impact on public opinion. The press, the radio, and even

heroes of war have been brought into the campaign. Successively and successfully the forty-hour week, absenteeism, and then strikes have been played up, exaggerated, and misrepresented in such a way as to create a public opinion hostile to organized labor. This campaign has been carried to members of the armed forces with flagrant disregard for serious damage to military morale.

To counteract this anti-labor propaganda the AMERICAN TEACHER has carried a number of appropriate articles and editorials. The national office also mimeographed and sent to all locals and to the labor press a copy of a letter entitled "A Dad's Letter to a Marine Raider—on Strikes"—an authentic letter written by a union teacher to his son in the South Pacific. The Conference of Labor Legionnaires also distributed this letter to affiliated groups. After more than 2,000 mimeographed copies had been made it became necessary to print the letter in pamphlet form for wider distribution. Twenty thousand copies of the letter have now been printed and it has been widely reprinted in labor papers and journals from coast to coast. The Eastern Labor Press Association sent copies to all labor papers and journals affiliated with the Association. It is probable that more than a million copies have been reprinted and many unions have urged their members to send the letter to men in the armed forces.

This letter doubtless represents the most extensive piece of publicity ever carried out by the AFT. Unions have been deeply appreciative of having a condensed statement of facts which answers the attack on organized labor and at the same time is small enough to be sent overseas

by airmail.

The AFT, therefore, has been one of the most action unions in the nation in counterattacking against the campaign to use the war effort in an attempt to destroy the labor movement. In this program we have helped to rebuild the morale of our fighting men which has been weakened by false propaganda about labor's part in the battle on the home front.

### ***Unfair Attack on the Public Schools***

The tremendous contribution of our free public school system to the strength of American democracy has been temporarily clouded by superficial criticism of the schools in relation to the war effort. In America, as in England, a multitude of statements from both military and civilian sources have sprung up deplored the low educational level of men inducted into the armed forces. Certain columnists and in some instances even members of the teaching profession have publicized themselves by heaping criticism on the public school system.

It is time for a critical evaluation of the important part played by the public schools in implementing the war program.

Although the fatal day of December 7, 1941 found the nation almost without an Army, Navy, or Air Corps, we did have a vast army of thousands of skilled mechanics trained under the vocational training program sponsored by the labor movement. The report of the Executive Council of the American Federation of Labor at the 1943 convention states that from July 1, 1940 to July 1, 1943 a total of 8,743,000 skilled workers had been trained in the regular and special



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courses of the vocational schools of the nation. This vast army of production, trained in the vocational schools alone, is today almost as large as all of the armed forces of the nation combined. So great has been the contribution of the vocational schools to the war effort that it is scarcely too much to say that we are winning a war through vocational and technical education.

However, the schools can no more lay claim to perfection than can any other important institution in American life. Education must improve itself in terms of weaknesses revealed by the war effort. Funds must be provided so the deficiencies in education may be removed. The criticisms of public education by the Army and Navy are conclusive proof that the national defense is dependent upon adequate educational facilities and that the 1941 convention of the AFL was correct in its declaration that "Education is the first line of national defense and as such should be extended rather than curtailed."

In the post-war program of national defense it should be a matter of practical military procedure as well as a matter of child welfare to finance public education adequately, to reduce class size, to wipe out illiteracy entirely, and to provide facilities for health and recreation. Education, therefore, must become a federal as well

as a state and local responsibility. Federal aid must be provided to equalize educational opportunities and to assure adequate training and physical fitness for all the children of the nation. In all of our post-war planning there is nothing more important than to make the nation conscious of the fact that the strength of the United States in war or in peace will depend ultimately on the education and care of the nation's children.

### **Looking to the Future**

We look forward to the tremendous challenge of the future with unfaltering confidence. Both structurally and financially the AFT is sound and ready for the combat against ignorance, poverty, and suffering. We are the educational sector of a vast army of seven million men fighting for human welfare and more abundant living for the peoples of America and of the world. This great organization has built a large part of the structure of American democracy. Nearly all of the important social legislation enacted by the Congress of the United States since World War I has been sponsored and enacted largely through the efforts of the American Federation of Labor. The AFT has played an increasingly important part in this program and must continue to do so.

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## **INTERNATIONAL RELATIONS**

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As was to be expected, considering the rapidity with which the war in Europe was moving at the time of the convention, subjects connected with international relations occupied the attention of the delegates at several sessions.

During the convention a telegram expressing the views of the delegates on a world security organization was sent to Secretary of State Cordell Hull.

The convention also took the following action:

(1) It commended the American Federation of Labor for holding its Postwar Forum and for the excellent statement of principles and program which it made. (Copies of this statement and of the entire proceedings of the AFL Postwar Forum have been sent to the officers of all AFT locals and to the delegates who attended the AFT convention. Additional copies may be obtained by writing to the AFT office.)

(2) It approved United States participation in an international organization with power to re-establish law and order and to maintain a general system of security, and urged immediate declaration of such a national policy by both Houses of Congress and by the President, with creation of an appropriate planning agency.

(3) It endorsed the federal government's policy of participation in the recent international conferences concerning food, money, and labor problems, and urged further participation in such international conferences and the establishment of functional agencies to carry out their programs.

(4) It approved the action of the United States in inviting the other allied nations to meet in Washington to formulate plans and programs of international action for abolishing war and establishing a basis for lasting peace.

(5) It adopted the following statement concerning aid for the liberated nations and the treatment of the Axis nations:

We believe that in helping the nations which have been laid in ruin by the Axis powers to reconstruct themselves, we must recognize the right of these people to govern themselves; that while we offer material help to enable these victimized nations to rebuild themselves, the giving of such material help, no matter how vast the amount, must in no instance deny these people complete and cultural autonomy. On the other hand, we recognize that a vastly different problem is presented by the Axis nations. After the war has been won we must provide opportunity for these countries to restore their ways of livelihood. The re-education of these people in a pattern of life and outlook which is based on the worth and dignity of all human beings is a responsibility of first importance in any plan for postwar reorganization. Only as the Axis nations demonstrate by their deeds that they have adopted these elementary principles of human relationship can they be considered worthy of sharing as full partners in the common life of a peace-

loving world. Insofar as possible the leadership for these tasks of reconstruction and re-education should be drawn from within the population of the Axis nations. The United Nations in dealing with these peoples should avoid both sentimental indulgence and vengeance.

We would particularly urge that every possible aid be given to enable the victimized nations to rebuild their cultural life as quickly as possible, with only such "direction" from other nations as any nation may ask for from the U.N.R.R.A. or from any other nation; such aid to include direct material aid, exchange of students and teachers, and the making available of training centers and personnel.

(6) It urged that in the new world-institutions there be established an International Office of Education which would be free from domination by the international political body and would serve as a medium for exchange of teachers and students, and as a center of investigation and research in any and all fields of education. If and when any nation or people would solicit the

#### A. F. T. MESSAGE TO SECRETARY OF STATE CORDELL HULL

August 18, 1944

HONORABLE CORDELL HULL  
SECRETARY OF STATE  
WASHINGTON, D.C.

The American Federation of Teachers assembled in Chicago on August 18th heartily approves the action of the United States Government in inviting Britain, China, and the Soviet Union to meet with representatives of the United States to define the patterns and the functions of the world security organization.

We urge that our government in these conferences exert every effort:

(1) to improve and strengthen the cooperation already developed among the United Nations;

(2) to take steps as speedily as possible to establish a United Nations executive council so that it may serve to adjust on an equitable basis the many difficult and critical problems arising out of the necessity of occupying the enemy countries as well as providing for the orderly transition from war to peace;

(3) to provide by some democratic plan

for the representation of the other members of the United Nations on this council as well as the four major nations;

(4) to endeavor to lay the foundations of territorial adjustments in harmony with the principles of the Atlantic Charter and in the spirit of cooperation among nations rather than through unilateral policies and decisions.

We shall follow with great interest the deliberations of these supremely important conferences with the hope that they will succeed in achieving the purposes for which they are called.

We extend our greetings to the representatives of the allied nations meeting in our country and we particularly extend our greetings to the Secretary of State and commend the far-sighted leadership which he has displayed in laying the foundations for a just and durable peace.

Signed JOSEPH LANDIS  
*President*

IRVIN R. KUENZLI  
*Secretary-Treasurer*

AMERICAN FEDERATION OF  
TEACHERS

advice or help of the International Office of Education, such advice and help should be given. The Office could also undertake such cooperative projects as would be mutually deemed desirable.

(7) It recommended that as soon as possible a survey be made of teaching methods and teaching material the world over, so that the teachers of any country may learn what is being done in other countries and profit thereby.

(8) It urged the expansion of the Pan American Union. In this connection the following statement was adopted:

"We believe that the Pan-American Union holds promise of becoming an illustration of free and

effective cooperation among peace-loving nations. We believe that its value could be increased if it were given larger sums to carry on its work, and if by mutual agreement the nations therein represented would assume the additional responsibilities of actively developing a program for the protection and promotion of the welfare of all the people of the nations participating."

(9) It emphasized the need of developing in the American people an understanding of and a sympathy for the various peoples and cultures of the world, and urged maximum efforts by the AFT to publicize and teach the need for world cooperation and lasting peace.

## EDUCATIONAL POLICIES

Problems involving educational policies occupied the attention of the delegates during a considerable part of the convention, and a number of resolutions dealing with these problems were passed.

### Compulsory National Service

WHEREAS, The opinion of the American people as to the necessity and the desirability of peacetime conscription has not at this time sufficiently crystallized to enable delegates to the 1944 AFT convention to speak with certainty for the national membership; and

WHEREAS, The question will be clarified as the plans for world security are evolved at international conferences; therefore be it

**RESOLVED**, That the 1944 AFT convention take no formal position on the matter of peacetime conscription; and be it further

**RESOLVED**, That the Executive Council be directed to continue to scrutinize all legislation in the coming year relative to national service for American youth, in order to insure that such legislation shall be based upon the principles of education for democratic living.

### Progressive Education

WHEREAS, Progressive education is under widespread attack in many parts of the country to-day; and

WHEREAS, This attack is frequently used as a smokescreen to conceal opposition to all types of effective adequately-financed public education, progressive and otherwise; and

WHEREAS, In fact, progressive education, *when understood*, is the type of which such distinguished leaders as John Dewey and other friends of the American Federation of Teachers are the exponents; and

WHEREAS, In fact, progressive education is a name for that type of education which aims above all to cultivate critical, self-reliant, socially-minded citizens; and

WHEREAS, In fundamental ways this aim is identical with that of the AFT itself in its advocacy of "education for democracy, democracy in education"; now, therefore, be it

**RESOLVED**, That the AFT go on record in vigorous opposition to the present attack upon progressive education, that its locals be urged to expose motives of the attackers, and that through conferences of locals, articles in the **AMERICAN TEACHER** and every other possible means, the theory and practice of progressive education along with other constructive educational activities be given attention and support.

### School-Work Programs

WHEREAS, School authorities are promoting school-work programs which provide for release of pupils to work during part of the school day, with or without school credit for such work experience; and

WHEREAS, Unless federal and state child labor laws are obeyed and the best standards for cooperative education are followed, large numbers of this school generation will be unprepared for

their adult responsibilities as citizens and as workers; and

WHEREAS, The continuation of such programs after the war may easily become a means of limiting educational opportunities and undermining wage standards, therefore be it

**RESOLVED**, That the American Federation of Teachers endorse and support, for such school-work programs, the standards published in September, 1943, by the United States Office of Education, the War Manpower Commission, and the United States Children's Bureau, namely:

1. Any school district finding such a program necessary should set up an advisory committee consisting of representatives chosen from the Manpower Commission, labor, industry, parent and civic groups concerned with the welfare of youth, the particular representative to be selected by each group.
2. Federal and state child labor laws should be obeyed, particularly in excluding youth under 16 from such a program.
3. Youth should be protected from exploitation by adequate investigation and supervision of the job by school authorities to make sure that the work done has real educational value, pays standard wages, and is not detrimental to health.
4. Such a school-work program should be part of the school counseling service.

### Public College Education

The convention reaffirmed its support of the

principle that opportunities for public college education should be maintained and increased, rather than curtailed.

### Federal Aid for Colleges

A House resolution (H. Res. 592) authorizing a study by the House Committee on Education of the effect of war on colleges and universities was introduced June 12 and passed on June 21, Miss Borchardt reported. Back of the resolution is the fact that the colleges are financially hard hit because enrollments have dropped and at present there are no extended government grants for student training for the Army and Navy. So the colleges need other subsidies.

In relation to this problem the convention took the following position: "If legislation be introduced for federal aid to colleges, we recommend that when hearings on such legislation are held, the AFT support the principle of granting federal aid to *all* levels of education."

### Modern Technology and the Educational Program

WHEREAS, The present state and probable advances in scientific technology are such that there may be available to all peoples at reasonable costs the most modern services of modern technology, provided that the production and distribution of the instruments and machines necessary for those services are administered solely on the basis of fair compensation for the services rendered by the producers, the distributors, and the operators of those instruments and machines; and

### CONVENTION COMMITTEES

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Lower left: International Relations. Lower right: Vocational Education.*



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WHEREAS, These great changes affect in turn social, geographical, vocational, historical, physical and all other educational concepts; therefore be it

**RESOLVED**, That the AFT recommend that an educational program based upon these new concepts be developed and promoted throughout the schools and organized labor.

### **Training Youth to Assume Responsibilities**

WHEREAS, Young people must accept their responsibility in city, state and federal government; and

WHEREAS, Many schools fail to provide opportunity for training young people to fit into the democratic industrial society; therefore, be it

**RESOLVED**, That the permanent committee on educational policies of the AFT, working through the locals, make a study of specific devices by which youth may be made to feel individual responsibilities and that the findings be made public.

### **Democratic Practices in the Schools**

WHEREAS, The teaching of democratic practices in the whole school program is a vital necessity in the perpetuation of our American democracy; therefore, be it

**RESOLVED**, That the AFT adopt the following guiding principles as basic to the vitalization of the teaching of democratic practices in the

school program:

1. Teachers must understand and believe in democratic processes and must be willing to shoulder the responsibility of participating in them.

2. Provision must be made by the administrator and/or by the collective action of the teachers for the teachers to participate in the solution of school problems.

3. The teacher must make provision for the pupils to participate in classroom activities that promote democratic practices.

4. The school curriculum must provide material to broaden and deepen these understandings and appreciations of democracy as a way of life; and be it further

**RESOLVED**, That:

1. The AFT recommend to its locals that there be an examination of democratic practices in their own areas in accordance with the above principles, with a view to informing teachers as to the best methods of promoting democracy; and

2. The ideas within this resolution be embodied in a pamphlet sponsored by the national educational policies committee as the beginning of a series of statements of approved principles of educational policy by the American Federation of Teachers.

### **Evaluation of the Work of Superintendents**

The convention committee on national educational policies recommended that the permanent

### **CONVENTION COMMITTEES**

*Upper left: Working Conditions. Upper right: Adult Education.  
Lower left: Educational Policies. Lower right: Social and Economic Trends.*



committee on educational policies develop a procedure by which the national office, working through the locals, can maintain a current record of the work of superintendents.

The committee made this recommendation be-

cause it felt that the time had arrived when the evaluation of the work of a superintendent, based upon union criteria, can be of real assistance to progressive boards of education in the selection of superintendents when vacancies are to be filled.

## CULTURAL MINORITIES

Since the problems of cultural minorities are among the most serious facing the world today, the convention adopted a series of resolutions on this subject.

### Human Relations

WHEREAS, Many incidents have occurred during the past year to indicate increasing racial and religious tension, in some cases involving violence and bloodshed such as the anti-Semitic outbreaks in Boston, New York and other cities, the clashes between Negro and white citizens in many areas, and the attacks upon the property and citizenship rights of loyal Japanese-Americans; and

WHEREAS, These conflicts are likely to increase rather than decrease during the postwar period, with its grave problems of unemployment and demobilization; and

WHEREAS, Progressive education, a progressive labor movement and an effective enforcement of our Constitution and all laws made in conformity with its principles are the surest means of developing better human relations; therefore, be it

*RESOLVED*, That the AFT and its locals work vigorously for the following program:

a) A nationwide program of intercultural education at all levels designed to increase the knowledge of the achievements of racial and religious groups and to provide opportunities for these groups to work together, so that there may be developed both emotional and intellectual understanding of all persons and groups.

b) Representation of minority and labor groups on boards of education, not to represent pressure groups, but to insure the most democratic participation in establishing educational policies.

c) A change in vocational school practices to train all persons regardless of race, creed, or color, for jobs to which their interests and abilities direct them, rather than to refuse them training because there may be no job opportunities.

### Employment

a) A program to bring to an end, among all employers and employees, all forms of job discrimination based upon race, color, religion or national origin.

b) A change in the policies and practices of those labor unions which still discriminate so that these will adopt a truly democratic policy in regard to racial and religious minorities.

c) Support of H. R. 3986, the Dawson-Scanlon-LaFollette Bill, and its companion measure in the Senate, making the FEPC permanent.

d) Support of the Murray-Kilgore Bill or similar legislation providing for full employment in the postwar period.

### Law Enforcement

a) Support of Section 4A of the 1940 Draft Law which states: "In the selection and training of men under this Act, and in the interpretation thereof there shall be no discrimination on account of race, creed or color."

b) Strict enforcement of the U. S. Constitution for all groups, especially the Negro and Japanese-Americans, particularly Amendment 5: "No person shall be deprived of life, liberty or property without due process of law," and Amendments 14-15, which provide for suffrage for all citizens and reduced representation if suffrage is restricted.

Be it further

*RESOLVED*, That copies of this resolution be presented to the American Federation of Labor convention by the AFT delegates, and be sent to all Central Trades and Labor Councils, and to all State Federations of Labor.

### Political Democracy

WHEREAS, The right of suffrage is a basic right of a democratic society and must not be interfered with by such devices as the poll tax, the

white primary, and requirements to interpret the Constitution; and

WHEREAS, The Constitution of the United States in the 14th amendment guarantees this right to all citizens of the United States, therefore be it

*RESOLVED*, That the AFT endorse enabling legislation to enforce the 14th amendment by establishing:

a) A minimum percentage of voters to entitle a state to its Congressional representation.

b) A federal elections bureau within the Department of Justice to which any citizen or group of citizens may appeal, if denied the right of suffrage; and be it further

*RESOLVED*, That the AFT urge all its locals to seek to pledge their Congressional candidates to secure enabling legislation for enforcement of the 14th amendment; and instruct its delegates to the American Federation of Labor convention to press for similar action by the American Federation of Labor; and be it further

*RESOLVED*, That the AFT support legislation to abolish the poll tax.

### **Ending of Segregation in the Armed Forces of the U. S.**

WHEREAS, The United States of America has become an important member of a great world alliance made up of all races and creeds of mankind; and

WHEREAS, The United States stands alone in the constant effort to maintain the segregated pattern in the armed forces; and

WHEREAS, This policy exposes us to the indefensible charges of being undemocratic, inhuman and unjust; and

WHEREAS, No injustice embitters the Negro more than this continued segregation in the armed forces; and

WHEREAS, Segregation has always proved expensive in money, time and morale, and in addition is constantly weakening the democratic foundation of America; and

WHEREAS, Mixed training in the officers training schools has proved effective; therefore be it

*RESOLVED*, That the AFT send an immediate appeal to the Congress of the United States to insist that Section 4A of the Draft Law be enforced, thus ending segregation and discrimination in the armed forces.

### **Study of Administrative Practices and Policies Re Minorities**

WHEREAS, There is at present a great need for better understanding and practice in the treatment of minority groups in the American public schools; and

WHEREAS, One of the leading foundations in the country is about to launch a nationwide study of this problem; and

WHEREAS, a member of the AFT, Professor Theodore Brameld of the University of Minnesota, has been chosen to make this study; therefore be it

*RESOLVED*, That the AFT go on record as approving wholeheartedly this study, and offering the facilities of both national and local organizations in making it successful.

### **Recommendations**

#### **For Education:**

a) A wider knowledge and contact with other organizations, besides the Negro and Jewish, especially with those dealing with the problems of Latin Americans, Indians and Japanese-Americans.

b) Preparation of specific units of study for all school levels, from elementary through adult education, which will give teachers definite plans and activities for intercultural education.

c) Adoption of a program of intercultural education similar to the plan suggested in the report of the Standing Committee on Cultural Minorities, for administrators, teachers and organized labor.

d) A study, either by this committee or another, of the undemocratic, biased and unscientific statements in school texts which tend to strengthen and crystallize racial and religious prejudices.

e) A study by the legal committee of the AFT of the possibility of penalizing anti-Semitic and anti-racial literature under the libel laws.

### **The Filibuster and Democratic Processes**

"While we favor unlimited free debate as long as it is legitimate and honest debate, we condemn the use of a filibuster as a means of destroying the democratic process."



## The Commission on Education and the Postwar World

**DR. JOHN L. CHILDS**

**I**N ORDER to make the greatest possible contribution toward the solution of the tremendous problems of reconstruction now facing the nation, the American Federation of Teachers is reorganizing and broadening its Commission on Education and the Postwar World.

Under the capable and stimulating leadership of Dr. John L. Childs the commission has made remarkable progress during the last two years. During this period it has conferred with many groups exploring both the domestic and international aspects of the problems of the postwar world. It has published important documents stressing the interdependence of nations and the responsibility of the United States for helping to build the foundations of lasting peace.

The culmination of its work has been its participation in the development of the American Federation of Labor's Postwar Program, in the shaping of which the commission played a significant role. The scope and importance of this program can be appreciated only by a careful study of its proposals. Copies of the program have been sent to the officers of all AFT locals and to the delegates to the AFT convention. Additional copies are available at the AFT office. The AFL Postwar Program could provide the basis for much worthwhile discussion in meetings of AFT locals.

An excellent program has thus been formulated. The task now before us is to implement this program through practical steps on immediate problems in the field of education. To this purpose the new Commission on Educational Reconstruction is dedicated. In accomplishing its purpose the new commission will build on the foundation already laid by its predecessor, the Commission on Education and the Postwar World.

Special pamphlets have been sent to the locals to suggest how they and their individual members may support the work of the new AFT commission.

# A Reconstruction Program

# The Commission on Educational Reconstruction



Washington Press Photo Bureau.

**DR. FLOYD W. REEVES**

**H**EADING the new Commission on Educational Reconstruction is one of America's most noted educators, Dr. Floyd W. Reeves, Professor of Administration, of the University of Chicago. Since July, 1942, Dr. Reeves has served as chairman of the Conference on Postwar Readjustment of Civilian and Military Personnel. He was also chairman of President Roosevelt's Advisory Committee on Education.

Dr. John L. Childs, who has contributed so much to the AFT Commission on Education and the Postwar World, will serve also on the new commission. In addition, prominent individuals from labor and agricultural organizations have been invited to join the group. Plans are under way for immediate action on critical educational problems. The efforts of the commission will be directed first toward the following program:

1. To provide educational services for the thousands of young people who have left school and will be out of work during the transition from war to peace.
2. To study all proposals for a national service act for the youth of the nation and to assure sound educational provisions when and if such a program is enacted by Congress.
3. To muster and organize the forces which are necessary for the enactment of federal aid to equalize educational opportunities for all the children of the nation.
4. To assist in inducting American youth into the life of our industrial society, with particular reference to vocational training and guidance and to work experience.

In accepting the chairmanship of the new commission Dr. Reeves made this statement: "I am convinced that the AFT, with the support of millions of members of the organized labor movement, is in a powerful position to provide leadership in a campaign to secure adequate educational facilities for the nation's children, youth, and adults in the postwar society. The rapid growth of the AFT in recent years, together with the tremendous labor support which it has built up over the last decade, places the union in a unique position to assume leadership in the educational affairs of the nation."

## raor Education In América

## Convention States Position on Federal Aid Bill

Detailed recommendations concerning the provisions of a proposed federal aid bill, to be drafted by the AFT in cooperation with the AFL, were presented by the legislative committee and approved by the convention. These recommendations, which in most respects follow closely the suggestions made by Miss Borchardt in her legislative report, are as follows:

I. We recommend that the American Federation of Teachers, in cooperation with the American Federation of Labor, shall draft a bill providing a sum of money to equalize educational opportunity among and within the states and incorporating the following principles:

1. The funds are to be allocated among the states on the basis of relative need.

2. Federal funds shall be administered by the public educational authorities of each state without prejudice to any child within the confines of the state, so as to maintain the state educational standards and such federal standards as may be enacted.

3. The establishment of basic principles which shall condition the granting of federal aid to any state shall include:

a. A minimum school year of nine months.

b. The pro-rated distribution on the basis of average daily attendance of the federal funds within any state without discrimination for race.

c. The requirement that funds given to any state shall be made available by the state to all political subdivisions of the state.

d. The requirement that a fixed proportion of federal funds (not less than 60%) shall be used for salaries and that the salaries be equalized for teachers of similar training and professional experience.

e. The requirement that federal funds shall supplement but not supplant present state and local appropriations for salary.

f. The adoption of a state minimum salary of \$1,500 for every teacher. Such salary shall be attained by uniform increments over a period not to exceed five years.

g. Each state shall have established an equitable state aid program which shall be fully effective within a period of five years.

h. The maintenance of state tenure systems based on a recognition of professional train-

ing and experience for every teacher in the state.

II. We recommend further that this bill be introduced immediately and that locals of the American Federation of Teachers be urged to press for immediate passage.

III. We recommend that if any other bill is introduced in Congress incorporating these same principles, full support be given to such a bill.

IV. We recommend that if any bill is introduced in Congress that is not completely in harmony with the principles herein set forth, the Executive Council shall determine the position of this organization and take action on such a bill in light of the fundamental principles of the AFT and in light of the legislative situation.

V. We recommend that the delegates of the AFT to the AFL convention be instructed to introduce resolutions supporting these recommendations.

### Analysis of S. 637

As part of her legislative report Miss Borchardt presented the following analysis of S. 637, the federal aid bill which has been under discussion in Congress:

I. The bill provides for emergency aid, but fails to define the period of emergency. Under present legislative usage and definitions generally used today the "emergency" would last for the duration and six months thereafter.

II. The bill does not require states to preserve even the existing state salary schedule for teachers in order to receive equalization permanent grants.

A. Any state may use federal money, under the section of the bill providing *permanent* aid, to *substitute* for, not to supplement, state money for teachers' salaries.

*There is not one word in the bill which requires states to maintain their present salary schedules as a condition for receiving permanent federal aid. (Hence, federal money could be used to supplant and not to supplement state allocations for salaries.)*

B. While the *emergency grants* are given to the states on condition that local school authorities maintain their present salary schedules, there is in that section of the bill a joker which relieves the states of this requirement, at the very same time that it places the re-

quirement on them.

i.e. The bill sets forth that any state whose income is cut through no fault of the state need not maintain its present salary schedule.

*Actually, at the very time that this bill was being written, the Congress was passing laws reducing the income of the state by reducing the state grants from the federal government for war time purposes.*

This simply means that actually there is no binding requirement in either the emergency or the permanent aid provision in the bill that federal funds must be used to increase teachers' salaries and, therefore, federal funds could well be used to supplant the present all too low salary schedules in the states, instead of supplementing them. One further joker in the bill is that it expressly authorizes the use of the *permanent* funds made available under this Act to local administrative units to help them meet the requirements for the emergency grants.

III. The bill does not require that any fixed sum or portion of the funds authorized in the bill should be used for salaries.

A. It requires that the permanent federal grants be used for "educational purposes," but it does not define those purposes.

B. The emergency grants may be used for this or that, etc.

C. Nowhere in the bill is there a proviso that a fixed percentage of the funds shall be used for salaries.

IV. The bill makes an approach to protecting the rights of Negroes in that it requires that Negroes

share on a per capita basis with the other citizens in the federal funds. However, the language of the bill makes it possible to use the federal funds, first of all, to enable states to take from the permanent so-called equalization funds, enough to help the local communities maintain their present inequitable program of race discrimination. It is only what *then remains* of the federal funds that must be equitably divided among the several groups.

V. The bill makes no requirement regarding a plan to guarantee equitable distribution within the state.

i.e. It does not require that every political subdivision in the state must share in the federal benefits.

The Social Security Law, for example, expressly provides for the protection of the rights and privileges of each citizen in every state and therefore requires the state to effect a plan through which every political subdivision of the state must share.

VI. There are no educational standards set up in the bill. For example, there is no requirement that the states receiving such aid must maintain a school year of, say, a minimum of eight months. Would allowing states to continue to have a five-month school year *actually* equalize educational opportunity?

VII. The bill makes a strong statement against federal control of education. *Every American citizen is unalterably opposed to any legislative control of curricula whether that control be exercised by the federal or the state governments. The truth must be taught and free conscience preserved regardless of where the funds may come from.*



THE LEGISLATIVE COMMITTEE AT WORK

However, it is not sound governmental policy for any government, federal or state, to give money—public money—without setting up standards as to how the money is to be spent.

### **Emergency Federal Aid for Education**

The Lanham Act, which has provided emergency federal aid for education, has been a great boon to our schools during the war period, Miss Borchardt said in her report. As of July 31, 1944, the Federal Works Agency had made the following school allotments under the Lanham Act: for school construction, a total of \$70,439,553 for 923 projects; for school maintenance and operation, a total of \$21,742,248 for 1,151 projects.

In addition the Federal Works Administrator has recommended to Congress an immediate appropriation for plans for post-war construction,

if and when needed.

In connection with emergency federal aid for education the convention voted approval of three recommendations presented by the legislative committee:

1. That the AFT express appreciation to the Federal Works Agency for its able and fair administration thus far of educational projects. We further urge that the AFT seek to have funds kept similarly available for some time to come.
2. That the Federal Works Administrator be asked to issue a directive which would prevent any agency receiving federal funds if such funds are to be used to employ persons on condition that they refuse to join a union or that they withdraw from one to which they belong. If such a ruling cannot be obtained by administrative procedure, we recommend that the AFT ask the AFL to seek legislation to assure the declaration of this principle.
3. That the provisions herein set forth should be supported in a formal resolution introduced by our delegates to the AFL convention.

### **The G.I. Bill for the Rehabilitation and Retraining of Veterans**

Concerning the G. I. Bill, which provides for the rehabilitation and retraining of veterans, Secretary-Treasurer Kuenzli made this statement: "I had the opportunity to follow closely some of the work done by Miss Borchardt on this bill, and it is my personal feeling that if the AFT had accomplished nothing else during the past year than its work on this bill, its existence would have been fully justified."

In her report to the convention Miss Selma Borchardt, AFT legislative representative, summarized the work of the AFT in improving the G. I. Bill.

"The G. I. Bill touches all of us," she said, "for it touches the men in whom all of us have a deep personal interest. And we are mindful of the fact that far over one-third of those men are trade unionists!

"It is good to know that it is called a Bill of Rights. For the G. I. has rights and has earned privileges. We believe *every* G. I. has those rights, regardless of the amount of education he had, regardless of whether he went to college, regardless of what his I. Q. may be, regardless of his social status or his last job. But we were alone among the *educational* groups that fought to have that principle written into the law. Read S. 1509 in the form in which it was introduced! It said that those men who are *selected*—not every G. I.—are entitled to rights and privileges regarding re-education. And then the bill went

on to say that those who are selected shall be assigned to certain academic studies and to such training as the economic situation may demand. Apprenticeship training was not recognized as worthy of government subsidy. But business firms were to be paid for training the man on the job. The G. I. had nothing to say about all this. . . . Our Servicemen were to get what the 'experts' thought was good for them.

"The American Federation of Teachers alone among educational groups pointed out that the language of the bill was destroying its avowed purpose. The American Federation of Labor got into the fight. Particular credit must be given to the Labor Legion Posts of which our own secretary-treasurer served as educational chairman. A number of the representatives of veterans' groups welcomed our analysis of the educational provisions in the bill. The Senate Committee made the necessary changes. One look at the bill as reported, in which can be seen the actual changes made in the language, shows what a sincere, honest, courageous group of educators can do in pointing the way. . . . When the bill passed the Senate it was in a form which gave *every* G. I. the right to a governmentally paid post-war education, of his own choosing.

"Then the bill went to the House. There were some members who seemed to find it hard to believe that *every* Serviceman, regardless of rank, education, race, creed, I. Q. or anything else,

had a right to share in that bill. The bill passed the House in a most unfortunate form. Then it went to Conference. Senate conferees were able to restore some, but not all, of the rights of the G. I. So the bill became a law, not in the good form in which it had passed the Senate, but in much better form than that in which it had passed the House. (In this report, we are discussing only the part of the bill dealing with education and training.)

"One of the bad features of the Act is that the language denies the men over 25 full opportunity for re-education and retraining.

"We, as teachers, cannot accept as just, the provision that would deprive the Serviceman over 25 of his *right* to re-education, unless his education has been 'interrupted' by the war. Every Serviceman's life and education has been interrupted by the war! This clause in the Act could, if closely interpreted, deny one-third of the Servicemen their rights.

"Then, too, we should recognize that thousands of Servicemen on being returned to civilian life will want an education unlike that which is now offered in most of the educational institutions of this country. Thousands will want to learn for life and for enriched living, and not simply for

credit. Yet, because our educational system is for the most part so constructed that a student must enroll on a credit basis to be a 'full time' student, many a Serviceman will be denied what he really wants—a real education!

"There should be developed in our colleges and universities at this time adult education centers through which the G. I.'s desires for education may be properly implemented so that these men, young and older, may get education for life and not merely for credit."

Several recommendations which Miss Borchardt made concerning the G. I. Bill were carried out by the convention later in the week, when the legislative committee made its report. The recommendations adopted were as follows:

**RECOMMENDED**, That the AFT with the cooperation of the AFL seek to have an interpretation given to the clause which would limit the right of servicemen over 25 to re-education, so that the act will give them their rights. If such an interpretation cannot be obtained through administrative ruling, an amendment to the act should be introduced to protect the rights of servicemen over 25.

**RECOMMENDED**, That the AFT in cooperation with the AFL seek to have established in educational institutions in all parts of the country centers of adult education in which returned service men may enroll for formal or informal education and training with or without "credit" at federal expense.

## DISPOSAL OF SURPLUS WAR PROPERTY

On the problem of the disposal of surplus war property and plants by the government Miss Borchardt's report included the following section:

"Schools and other social agencies should seek to have the law regarding the disposition of surplus war material re-worded so as to give them surplus property for which the community has need, if in so doing a constructive social purpose is served.

"There are a number of bills on this subject now before the Congress.

"It would seem just and indeed economical for the nation to turn over *to the people* the various surplus war products now held by the government and obtained from public taxes paid by the people, rather than to sell this property at what will be sure to be a tremendous loss in investment for the government and a great financial gain for the *individual purchaser*, when the 'turning back' of this property to the people would not entail relatively great costs.

"So, too, with buildings especially constructed

for war use. In many communities such buildings could become an Adult Education Center or a Child Care and Clinic Center or a Community Recreation Center.

"The *social* potentialities in the proper use of surplus property and plants are vast. This entire question deserves the immediate critical study of our locals and Council. It is to be hoped the convention will enunciate policy for their guidance."

A resolution concerning the disposal of war plants and property and another on the disposal of surplus lands were adopted by the convention.

### Disposal of War Plants and Property

**WHEREAS**, The federal government has acquired over \$15,000,000,000 worth of war plants and many other war properties; and

**WHEREAS**, The disposal of this property will vitally affect employment and production; therefore be it

**Resolved**, That the war plants and other war property should be disposed of in so far as possible in such

a manner as to promote full employment and production and not to strengthen business monopolies; and be it further

*Resolved*, That wherever feasible these plants should be owned and operated in a way to serve as an economic yardstick which reduces monopolistic price practices.

### Disposal of Surplus Land

WHEREAS, The United States government has, since 1938, acquired about 22,000,000 acres of land for its many military uses; and

WHEREAS, 10,000,000 of these acres are suitable for farming; and

WHEREAS, Land speculators and bargain-hunting special interest groups are trying to acquire this land through

the Reconstruction Finance Corporation; and

WHEREAS, It is a sound policy to dispose of agricultural lands to bona fide farmers, especially to returned veterans with agricultural experience; and

WHEREAS, These returned farmer veterans will need help in acquiring farms; therefore be it

*Resolved*, That the American Federation of Teachers urge the government to plan the disposal of federally owned land in order that small farmers, particularly returned veterans, be able through the Farm Security Administration to acquire these lands and thus increase the number of independent farm owners; and be it further

*Resolved*, That this program should be administered on a truly democratic basis of equal opportunity to all citizens, irrespective of race, color, or creed.

## SOCIAL SECURITY

On the problem of social security the committee on social and economic trends presented the following resolution, which was adopted by the convention:

*Resolved*, That it is the duty of the community to provide for contingencies in such a way that no person will lack the necessities of modern life; and be it further

*Resolved*, That social security is the responsibility of the federal government and should be provided for by federal legislation which should prescribe uniform benefits standards throughout the nation; and be it further

*Resolved*, That an effective social security program should include the following basic essentials:

1. Adequate unemployment insurance regardless of the length of the period of unemployment, except that this insurance may be suspended when the recipient refuses to accept suitable employment under generally recognized satisfactory and just working conditions.

2. A free retraining program designed to adapt the unemployed to suitable occupations.

3. A national employment service with power to provide for the transportation of a worker on a voluntary basis to suitable employment in another community. Such an employment service must have the means to study and publicize available employment and labor supply information, and should encourage the widest possible use of this information. It should also maintain close cooperation with public and private agencies and with school guidance departments.

4. Any person who is disabled to the extent that he is unemployable should be entitled to the same benefit provisions as a person who is unemployed.

5. Free, complete, medical, dental and ophthalmic examinations for all children upon their admission to school and at periodic intervals thereafter, with proper follow-up and remedial care. These benefits should also be made available to children of pre-school age.

6. A health service for all of non-school age to be established on a contributory basis.

7. Adequate aid to dependent children and their families, with sufficient allowances for orphans under 18 to enable them to continue their schooling.

8. Old-age pensions which shall enable the aged to maintain a decent standard of living.

### The Wagner-Murray-Dingell Bill

The Wagner-Murray-Dingell Bill was discussed by Miss Borchardt in her legislative report. "It is to be regretted," she said, "that the Congress has taken no action on this vitally essential bill. The security of millions of our people is dependent on its passage. Agricultural workers, the self-employed, and millions more who are not now covered by either Social Security or state or local pensions need this measure. And millions now covered by Social Security (as it is) as well as those not yet covered, need health insurance.

"Unfortunately certain groups in this country have attacked these proposals, and have viciously misrepresented the facts. For example, it is widely said that the bill would deny a man the right to choose his own doctor. The truth is

that the bill would give *every* man covered by it the right to choose his doctor, and stop the present practice under which a poor man either gets no medical aid or must accept it in the form, at the time, and from the doctor *assigned* to him, because he is a charity patient!"

Miss Borchardt said that it was to be regretted also that some teachers' organizations had misrepresented the provisions of the bill, charging that it would destroy state and municipal teacher pension systems. "The truth is," said Miss Borchardt, "that our locals and our parent body are responsible for the enactment of practically all good teachers' pensions laws in this country and now we want to give some form of protection to others too, while we zealously protect the existing laws—and the Wagner-Murray-Dingell Bill does just that!"

In support of the Wagner-Murray-Dingell Bill the following recommendation, presented by the legislative committee, was approved by the convention:

*"RECOMMENDED, That the American Federation of Teachers support the American Federation of Labor in its position upon this bill. We urge that members of locals contact their Congressmen in support of the bill. We further urge our locals to inform their members and other members of their communities as to the actual contents of the bill and what the effect thereof would be in practice."*

## A Tribute to Florence Rood

With unanimous consent the following resolution was introduced and passed by the convention:

WHEREAS, Florence Rood served the American Federation of Teachers as President and Vice-President for many years; and

WHEREAS, That service was marked by devotion to the highest social ideals; a service in which she gave to our work without consideration of her health or her personal well being; and

WHEREAS, Through her work the professional and economic status of teachers throughout the country has been greatly improved, and a finer conception of functional democracy in and through education has been more greatly developed; therefore be it

Resolved, That the American Federation of Teachers express its sense of profound loss in the passing of Florence Rood; and be it further

Resolved, That the Federation in convention assembled stand in silent tribute to her memory.

## ADULT EDUCATION

The adult education committee made the following recommendations which were approved by the convention:

1. That an AFT vacation seminar be sponsored again next year, since the experiment this year at Madison, Wisconsin, proved highly successful; that if possible the seminar be given much more publicity next year; and that many more locals attempt to send members.
2. That the AFT locals organize workers' education committees which would have the particular responsibility of developing professional contact with the labor movement.
3. That workers' education committees be set up in state federations and that in some cases regional committees overlapping state committees

be set up.

4. That the AFT develop effective educational materials to be used in trade unions.
5. That in developing the program of workers' education the assistance of the Workers Education Bureau be obtained. The Bureau, located at 1440 Broadway, New York, is ready to provide at practically no cost excellent speakers for conferences.
6. That more locals try to hold week-end institutes in which the teachers' locals and the labor movement could cooperate, with the assistance of the Workers Education Bureau.

Several resolutions dealing with adult education were passed by the convention.

## Adult Education Bill

S. 1670

WHEREAS, Adult education has been increasingly recognized as one of the most vital areas in the whole field of public education for maximum democratic participation; and

WHEREAS, Adult education will be even more important in the postwar period when millions of soldiers and civilians must undergo severe readjustment and rehabilitation economically, politically, culturally; and

WHEREAS, Adult education is one of the most neglected areas in terms of adequate finances, teaching personnel and facilities; and

WHEREAS, It has become widely recognized by educational experts that effective public education of virtually every kind requires federal financial support if it is to provide equalization of opportunity; and

WHEREAS, This recognition has already resulted in federal aid to agricultural, industrial, and other types of education; and

WHEREAS, Federal Bill S. 1670 has been introduced in Congress providing for a publicly-supported adult education program sponsored by universities and land grant colleges; and

WHEREAS, This bill has received the approval of many experts in adult education, labor groups, and a majority of the standing committee on adult education of the American Federation of Teachers; now, therefore, be it

*Resolved*, That we endorse the principle of S. 1670 and cooperate with the American Federation of Labor in seeking the legislation expressed in that principle.

## Education in the Armed Forces

*Resolved*, That the armed forces be strongly urged to formulate and establish a program in each military unit in order to provide throughout the soldier's career opportunity for him to become politically aware of issues and for him to consider freely and fully any and all socio-economic issues through the establishment of a systematic program of discussion groups; and be it further

*Resolved*, That the American Federation of Teachers transmit a copy of this resolution to General Somervell, chief of the Army Service Forces, and to General Osborne, chief of the Morale Services Division.

## Freedom of Information for Soldiers

*Resolved*, That the American Federation of Teachers commend the action of Congress in amending the anti-propaganda provisions of the soldier voting law of 1944, the amendment known as Title V, to restore the constitutional rights of the men and women in the armed services; and be it further

*Resolved*, That our Executive Council be instructed to oppose any further infringement on their freedom in reading and circulating current literature, moving pictures and other media of enlightenment.

## NEW VOCATIONAL TRAINING PROGRAMS

Cooperation of the AFT with the AFL in its position on new vocational training bills, especially S. 1946, was recommended by the convention. One section of Miss Borchardt's legislative report was devoted to a discussion of this problem. This section was as follows:

"A number of training bills have been introduced, some almost wiping out the long established programs. Workers in the skilled crafts were particularly alarmed over a new vocational education bill (S. 1946) which would give a new \$97,000,000 grant for this purpose. This bill destroys established apprenticeship standards and controls and places almost unlimited power in the Office of Education.

"There is furthermore no indication of how this program would be coordinated with those programs now available to veterans and to those now receiving training under the LaFollette-Borden Industrial Rehabilitation Program.

"The measure deserves critical study by our locals, so that they may co-operate with our fellow trade unionists in framing a course of action thereon."

On the important problem of vocational edu-

cation and rehabilitation the convention adopted the following resolution:

WHEREAS, Nearly 3,000,000 youth less than 17 years of age have curtailed their elementary and secondary school education to meet the demands of industry and so serve the nation in this war emergency; and

WHEREAS, the problem of industrially demobilized youth and those completing secondary school and unable to get jobs, if not met, will result in the repetition of the frustration which faced the Lost Generation of the depression years; and

WHEREAS, the end of the war will find this large number of American youth lacking in adequate vocational and general education, to the detriment of themselves and the nation; and

WHEREAS, the problems of these youth are not met by laws such as the G. I. Bill of Rights and similar state legislation designed to benefit service men and service women in the present war; and

WHEREAS, untrained youth beyond compulsory school age and eligible to unemployment compensation may choose to remain out of school in order to receive such compensation, thus crowding the labor market and losing valuable time which should be invested in training for citizenship and for work, therefore be it

*Resolved*, That the American Federation of Teachers call upon its locals to seek the working out of comprehensive local plans to meet the needs of these youth. These plans might well include:

(a) The use of every means to prevail upon young

people to resume their education without delay;  
(b) The creation of state-wide counseling and guidance aid for youth in cooperation with local organized labor and the Federal Employment Service under the supervision of local public school systems;  
(c) The promotion of a program of applied arts and technical sciences open to high school graduates and others who qualify for such training;  
(d) The continuance on a broader basis and more flexible schedule of the present emergency training program and the institution of part-time and termi-

nal courses when desirable, adapted to the needs of the community and the young people served;  
(e) The promotion of a program similar to that of the CCC training for those for whose needs other programs of training are not adequate; and be it further

*Resolved*, That the American Federation of Teachers recommend that its Executive Council give immediate consideration to the question of the need for federal legislation on this matter and that the Council take such action on that question as it deems desirable.

## ELECTION OF LIBERAL CANDIDATES

It seemed to be the conviction of the convention delegates that there has never been a period in our history when so much depended on the election of liberal candidates for national, state, and local offices. An earnest debate took place on the question of whether the convention should follow the long-established non-partisan policy of the AFL and the AFT or depart from that precedent and back certain candidates directly. After vigorous but friendly debate the following resolution was adopted:

**WHEREAS**, Our 1944 elections occur at a time of crisis in world affairs, when the approach of victory will soon compel a decision on whether the world is to have an inclusive type of international organization capable of enforcing peace and securing effective cooperation among nations; and

**WHEREAS**, In the domestic field the welfare of the American people and the interests of labor and education have been advanced by such measures as: control of war profits, curbing of inflation, equitable taxation, non-discrimination in employment, expansion and protection of

agriculture, fair labor legislation, and social security laws; and

**WHEREAS**, The progress of education and of democracy are inextricably bound together; and

**WHEREAS**, Because of changes taking place in our economy the role of government in shaping the means and processes of livelihood, level of wages, and standards of living has been greatly increased, and may be expected to continue; and

**WHEREAS**, The future of our democracy will be profoundly conditioned by the maintenance of a high level of production and full employment in the postwar period; and

**WHEREAS**, The implementation of an enlightened educational program is dependent upon the election of liberal public officials; therefore, be it

**RESOLVED**, That the American Federation of Teachers strongly urge its members to work for the election of candidates, local, state, and national, who by their records have demonstrated their comprehension of the foregoing conditions and their support of the principles underlying the above-mentioned measures.

The convention also adopted the following resolutions:

### The Celler and Kilgore Bills

**WHEREAS**, 54,000,000 Americans are now gainfully employed and over 10,000,000 are in the armed services; and

**WHEREAS**, 30,000,000 persons are dependent upon the war effort for their economic security and only 44,000,000 were gainfully employed in 1939, one of the best pre-war years; and

**WHEREAS**, Because of these facts, it appears that 15,000,000 or more persons may be unemployed in the

transition from a war to a peace-time economy; and

**WHEREAS**, The state unemployment compensation systems are incapable of meeting the serious problems of unemployment which will arise after the war; therefore be it

*Resolved*, That provision should be made now for the economic security of workers who face the transition from war to a peace economy; and be it further

*Resolved*, That the American Federation of Teachers commend the Senators who so valiantly fought for the Kilgore Bill; and be it further

*Resolved*, That every possible

effort be made to secure favorable action on the Celler Bill, House Bill No. 5146, which has provisions similar to those of the Kilgore Bill.

### The Smith-Connally Act

*Resolved*, That this Federation:

1) Renew its campaign for the repeal or invalidation of the Smith-Connally Act.

2) Seek and support candidates for Congress and the presidency pledged to its repeal.

3) Carry on an educational campaign so that the public may realize the dangers of such legislation in a democratic society.

## NOW IS THE TIME TO INTERVIEW CANDIDATES

To carry out the convention resolution on the election of liberal candidates, AFT members should interview candidates concerning their position on the vital issues confronting us now, and should study carefully the voting records of those who have already been members of the Senate or the House.

Some of the important national issues on which the candidates' position should be ascertained are listed below, with a brief statement of the AFT position on each:

**International Relations.** The United States should participate in an international organization, the machinery of which should include an International Office of Education. (See pages 13-15.)

**Federal Taxation.** The individual income tax is the best form of federal taxation. The same rates of taxation should be applied to all forms of income, including capital gains, gifts, inheritances, and income from securities now tax exempt. The principle of exempting an adequate family subsistence income should be followed. Corporation income taxes should be maintained until it can be assured that corporation profits are distributed as dividends and taxed as income. A federal sales tax should be opposed.

**Labor.** The Smith-Connally Act should be repealed. (See page 29.)

### **Education.**

(1) Federal funds should be provided for education at all levels, with protection of academic administration by the states and establishment of safeguards in the interest of pupils and teachers. (See pages 16, 22-24, 28.)

(2) An integrated training program with social, academic, and labor standards preserved, should be provided for high school youth and for men and women demobilized from the armed forces and industry. (See pages 25, 28, 29.)

(3) Appropriations for all child welfare services should be increased. (See page 33.)

### **Social Security.**

(1) Social Security should be extended to cover workers not now covered, with safeguards for existing pensions systems. (See pages 26, 32.)

(2) Health security should be provided for all,

following principles similar to those in the Wagner-Murray-Dingell Bill. (See page 26.)

(3) Unemployment compensation should be provided according to principles similar to those in the Celler and Kilgore bills. (See page 29.)

### **Protection of Rights of Cultural Minorities.**

(See pages 18, 19.)

To help you in studying the record of your Congressmen, here are a few of the most important issues voted on in the House in the last two years. Companion bills in the Senate will give a good profile of your Senators' performance.

### **Curbing Inflation and Rise in Cost of Living**

Commodity Credit Corporation funds to keep prices down. June 26, 1943

Taft Amendment providing for limited roll-back of prices. July 6, 1943

Prohibiting the use of federal funds for price roll-back. June 18, 1943

Reduced funds for OPA Enforcement Division. June 18, 1943

Sustaining veto of subsidy bill. February 18, 1944

### **Expansion and Protection of Agriculture**

More money for soil conservation. June 22, 1943

Money for rural electrification. June 23, 1943

### **Equitable Taxation**

Overriding veto of tax bill. February 24, 1944

### **Labor Legislation**

The Smith-Connally anti-strike bill. June 4, 1943

Overriding veto of Smith-Connally bill. June 25, 1943

### **International Affairs**

Fulbright Resolution. September 21, 1943

United Nations Relief and Rehabilitation. January 25, 1944

### **Civil Liberties**

Anti-Poll Tax bill. May 25, 1943

Discharging Watson, Dodd, and Lovett. May 18, 1943

# POSTWAR POLICIES

## Postwar Economic Planning

*Resolved*, That the federal government should continue after the war to spend for useful peacetime public works on a large enough scale to insure full employment and economic security if private enterprise is unable to provide full employment, and that the federal government immediately establish planning agencies and adopt fiscal policies that will achieve these ends and represent the functional economic groups whose interests are involved.

## Women's Postwar Work

WHEREAS, Many individual women and the outstanding women's organizations of the country have endorsed, in principle at least, the following plank submitted to both major parties by the National Women's Trade Union League:

"Job opportunities in the postwar world must be open to men and women alike without discrimination in rate of pay because of sex. Merit, regardless of sex, should be the basis for employment. Jobs should be filled by those best qualified by ability, training and experience, with due consideration given to men and women of our armed services"; and

WHEREAS, The organized teachers of the country have a great stake in the postwar employment of women; therefore, be it

*Resolved*, That the AFT endorse this stand on postwar employment of women.

## Monopolies and Patents

WHEREAS, Monopolistic price control has reduced purchasing power and restricted production and employment; and

WHEREAS, The maintenance of purchasing power on a high level after the war is essential for employment; and

WHEREAS, Patents upon which international monopolies or cartels have been based have in the past been denied to our armed forces and used by the armed forces of other countries; therefore be it

*Resolved*, That the federal government should employ the Department of Justice to the fullest extent to restrict monopolistic business practices both in the United States and in connection with international cartels; and be it further

*Resolved*, That the patent laws should be revised so that they serve their original purpose of protecting and stimulating inventions and the

utilization of goods and services resulting from them by the public rather than for the creation and strengthening of monopolies; and be it further

*Resolved*, That all patents should be made available to the government for defense purposes.

## ORGANIZATION

The committee on organization reported ten excellent suggestions for increasing membership in locals. The convention voted that these suggestions should be made available in a form similar to the bulletin on organizing new locals.

The following recommendations concerning relations between AFT members and other educational organizations were also adopted:

1. That the convention declare the American Federation of Teachers opposed to any affiliation or working arrangement between AFT locals and any national, state or local educational organization which is employer-dominated.

2. That this convention go on record as urging every member of the American Federation of Teachers to discontinue the annual payment of dues to employer-dominated educational associations.

3. That this convention declare the opposition of the American Federation of Teachers to the collection of dues from any teacher by that teacher's superior or by any other method of coercion or intimidation.

4. That the convention recommend to each local the maintenance of its organizational integrity as distinct from employer-dominated teacher groups by not engaging in any joint enterprise with such groups without

adequately safeguarding the identity of their local union.

Another recommendation made by the organization committee and approved by the convention was the following:

That the American Federation of Teachers in convention assembled urge its locals and its individual members to participate in such political action in their communities as will serve the best needs of their particular communities, using and integrating information, materials and advice of state and national AFT wherever feasible.

## STATE FEDERATIONS

On recommendation of the state federations committee the convention adopted a resolution instructing the officers of the AFT to give every possible assistance in the establishment of state federations in states where no such federations exist; to provide assistance to established state federations, as far as AFT resources permit; and to place upon state federations "such added responsibilities as will raise the services of the state federations in relationship to the AFT to a more responsible level than now exists."

The following recommendation made by the standing committee on state federations was also adopted:

"In view of the important role which state federations play in the AFT, the standing committee on state federations for 1944 recommends that a leaflet designed to encourage their formation in states which have the requisite number of locals be issued."

Material for such a leaflet has already been submitted by the standing committee.



The Organization Committee

# TEACHERS' PENSIONS

The following recommendation concerning the Wagner-Murray-Dingell Bill was made by the pension and retirement committee and approved by the convention:

That when the final draft of the Wagner-Murray-Dingell Bill comes before the Congress of the United States, the American Federation of Teachers see that the section safeguarding existing pension systems but making possible social security protection for those teachers who have no retirement systems and who desire to be covered by federal security be similar to the following: If any public employing board or agency or any state or any subdivision thereof should petition the Social Security Board requesting that

employees of said agency or board be included in the federal security program, the Social Security Board is hereby authorized to extend coverage of social security to such employer provided that no such petition shall be granted to any employer who has not presented to the Social Security Board legal conclusive evidence that the employees concerned in the petition have voted by a two-thirds majority that the employer be requested to petition the social security board that the employees be covered by federal social security.

## Exemption of Pensions from Income Tax

The convention passed the following resolution urging the exemption

of pension payments from the federal income tax:

WHEREAS, The federal income tax cuts deeply into the income which the beneficiaries of teacher retirement and benefit systems receive; and

WHEREAS, This income is, in most cases, the sole means of support because they cannot generally supplement it because of advanced age or disablement; and

WHEREAS, Inasmuch as income tax has already been paid on payments made to the pension fund; and

WHEREAS, The Congress of the United States has deemed it wise and just to exempt from taxation the pensions received under the Social Security Act, Railroad Retirement Act, World War Veterans' Act and similar benevolent legislation; and

WHEREAS, Many states have exempted allowances on pensions paid by the United States from the application of their state income tax laws; therefore, be it

*Resolved*, That the AFT recommend that the federal income tax law be amended to exempt from federal taxation the retirement allowances of all persons who are or may be retired under local and state teacher retirement systems; and be it further

*Resolved*, That we authorize our legislative representative to endeavor to secure the passage of such a law.

The AFT delegates to the AFL convention were instructed to introduce and support resolutions embodying these principles.

## Recommendations

The convention approved also the following recommendations made by the convention committee on pensions and retirement:

1. That the permanent committee on pensions and retirement be reorganized and implemented and that the committee be urged to collect all available materials on teacher pension systems and to draw up a set of sound pension principles or model provisions for pension laws; and that the committee keep locals informed as to developments in social security legislation.

2. That the AFT help states and localities without pension systems to establish such teacher retirement plans and other states and municipalities to strengthen their existing systems wherever necessary.

## WORKING CONDITIONS

This year the convention committee on working conditions tried a new method of sharing experiences through discussion groups, or clinics. Some 60 delegates participated, meeting in three separate groups, one to discuss salaries, another, sick leave, and the third, class load. Each group prepared a complete report for the use of the standing committee on working conditions.

The experiment proved so successful that the convention committee recommended that such group discussions be arranged for next year's convention and possibly extended.

The following resolutions dealing with working conditions were passed by the convention:

### The Cost of Living and Teachers' Salaries

*RESOLVED*, That the AFT go on record as advocating and supporting the adoption of minimum salaries of \$1800 annually for teachers entering the profession; and be it further

*RESOLVED*, That the AFT go on record for an increase in salary for teachers in all communities of the United States to compensate for the increased cost of living.

### "Permanent Substitutes" in New York City

*RESOLVED*, That the AFT condemn the practice of the Board of education of the City of New York of utilizing "permanent substitutes" and urges the immediate appointment of eligibles to all available positions, including vacancies created by long-term leaves of absence; and be it further

*RESOLVED*, That the AFT request the AFL, the New York State Federation of Labor and the Central Trades and Labor Council to take immediate appropriate action to secure the abolition of the permanent substitute category in the New York City public school system, and to effect the regular appointment of the eligibles to all available teaching positions.

# CHILD WELFARE

As part of its report the legislative committee presented several recommendations concerning child welfare which were approved by the convention.

## Services for Children

In view of the fact that child welfare laws throughout the country are inadequate for the protection and care of all children, we recommend that a committee be appointed by the Executive Council for the AFT to study the child welfare laws throughout the country, with a view to their improvement.

We recommend also that this committee prepare for our locals an instruction pamphlet setting forth the available services for our children and calling upon our locals wherever possible to arrange for a community conference with parent-teacher and other civic groups, on "Serving our Children," so that all interested groups may use and develop the services available for the children in the community.

We further recommend that the AFT approve enlarged appropriations for such necessary services for children as:

1. *Aid for dependent children*, administered by the Social Security Board in cooperation with state and local authorities.

2. *Crippled children's services*, administered by the Children's Bureau in relation with State Welfare Departments or other state agencies.

3. *Child welfare services*, administered by the Children's Bureau in cooperation with state and local agencies, public welfare services for the protection and care of homeless, dependent and neglected children, and *children in danger of becoming delinquent*.

4. *Public health services*.

5. *School lunch programs*.

6. *The proper enforcement of child labor laws*.

The convention also passed the following resolutions which were presented by the educational policies committee:

## Expansion of Child Welfare Services

*Resolved*, That the American Federation of Teachers recommend:

1. That in the postwar plan all child welfare services be expanded and that these services be administered through the proper agents in the states.

2. That kindergarten education be

expanded and nursery school education be extended to include all children of nursery school age level.

3. That adequate appropriations be allocated for nursery schools by the federal government, to be administered through the public education authority in the states; and be it further

*Resolved*, That copies of this resolution be sent to the Children's Bureau, the Social Security Board, the U. S. Department of Education, and the Federal Works Administration, for the purpose of endorsing their work; and be it further

*Resolved*, That AFT locals be urged to send copies of this resolution to their Senators and Representatives and others interested in the furtherance of these objectives.

## Health Education

*Resolved*, That the American Federation of Teachers favor a program of strengthening health education which will include, in addition to the present program, the following as a minimum:

1. Periodic physical and dental inspections in the schools at the expense of either city, county or state departments of health.

2. Adequate nutrition for the child in the schools as an important factor in avoiding delinquency, with provision for adequate personnel for this purpose so that there shall be no exploitation of the teaching staff.

## Care of Migratory Juvenile Delinquents

Early last December Senator Andrews introduced a bill (S. 1578) which would make available funds with which to send migratory delinquent children back home. Miss Borchardt discussed this bill in her report to the convention: "Hearings were held. But unfortunately there were those who were far more concerned about which agency should administer the funds than they were about what might happen to the children.

"The bill itself states, in Section 4: 'In all proceedings hereunder the welfare of any child involved shall be deemed paramount . . .' But there are those who feel the power and glory of the agency are paramount.

"No action has been taken on the bill."

The convention recommended that

the AFT endorse the principle of S. 1578 and work for active support from the labor movement, the P.T.A., and other civic groups, for such legislation.

## COLLECTIVE BARGAINING AGREEMENTS

*Resolved*:

1. That the American Federation of Teachers assume leadership in informing, counseling with, and actively aiding the locals in gaining recognition, in negotiating, and in securing written agreements; and

2. That the Executive Council of the American Federation of Teachers be directed to appoint a nation-wide committee to act as a clearing house and to give necessary aid in securing such agreements; and

3. That all locals which have had experience in negotiating definite agreements and contracts report their method of operation for the benefit of other locals; and

4. That this material be published in a handbook of union techniques and cases; and

5. That negotiated contracts between teachers' unions and boards of education be reported in the AMERICAN TEACHER magazine for the encouragement of those teachers' unions who do not have such agreements.

*Editor's Note*: A later issue of the AMERICAN TEACHER will contain a report of a negotiated contract obtained by Local 571.

## THE CONSUMERS' COOPERATIVE MOVEMENT

WHEREAS, The year 1944 is the one hundredth anniversary of the founding of the Consumers' Cooperative Movement in Rochdale, England; therefore, be it

*Resolved*, That the American Federation of Teachers, in convention assembled, views with satisfaction the magnificent progress made within recent years by the Consumers' Cooperative Movement in the United States; and be it further

*Resolved*, That the American Federation of Teachers take note of this anniversary in its publications; and be it further

*Resolved*, That the American Federation of Teachers call upon its affiliated locals to do likewise, and as a fitting commemoration of this great anniversary, to further instruction in the principles of the cooperative movement.

## Educational Policies Committee Symposium

In the symposium presented to the convention by the standing committee on educational policies the speakers were introduced by the committee chairman, Miss Dorothy Weil, of Chicago.

The first speaker, Mrs. Rebecca Simonson, an elementary teacher and president of the New York local, pointed out that achievements by teachers' unions represent also advances in professional objectives. "The teacher who has completed her training will find no better practicing ground in the democratic process and in the social and economic education necessary for her professional equipment than in a progressive and vital teachers' union."

Mr. Cornelius Spain, principal of a building trades school in Detroit, discussed vocational education. The purpose of vocational education, he said, is to train students in useful employment—not to give courses to children selected because they are incapable of the usual school routine. In regard to teacher certification he expressed the opinion that a master craftsman entering the teaching field should be given every opportunity to learn teaching methods and should not be treated as a stepchild by the teaching profession.

In discussing guidance and counseling work in secondary schools and colleges Miss Florence Clark, guidance counsellor in a Chicago high school, said that in addition to understanding the students' drives, frustrations, and psychological mechanisms and the principles of good mental health which make for a well-rounded personality, counsellors need information about the work world and how it functions. She was of the opinion that many counsellors need more contact with working parents and with union activities, and would profit by actual work experience in jobs

requiring manual skills and work clothes.

Andrew Stauffer, coordinator of the biological sciences for the Chicago Junior Colleges, pictured science as a field in which an important type of thinking can be brought about, since through the study of the sciences students learn to come to whatever conclusions fact and experiment prove to be true. The study of the sciences also gives students a concept of change, said Mr. Stauffer. "If the student gets that concept, perhaps he will also get the concept that the institutions of one age must change in order to fit the next."

Miss Margaret Root, a Philadelphia high school teacher, pointed out that teachers of the liberal arts have a special responsibility, since these subjects provide the best opportunity for discussing human conduct and for presenting social issues to which there is more than one possible answer. Through the study of the liberal arts pupils should learn respect for differences of opinion and should come to see the need for personal decisions and action. Miss Root said that frequently the teaching of the liberal arts is complicated by over-sized classes.

Dr. George Counts, of Columbia University, discussed the training of teachers in relation to all fields of education. The thing that distinguishes one education from another, said Dr. Counts, is the conception of life and civilization that pervades it.

The moral commitments that should guide the people in the reconstruction of civilization are these: the worth of the individual human being; the commitment to human brotherhood; the equality of peoples and races; the humanistic tradition that man has great faith in himself and his powers and strives to create conditions under



Participants in the Symposium of the Educational Policies Committee. Back row: Dr. George Counts, Andrew Stauffer, Cornelius Spain.

Front row: Margaret Root, Dorothy Weil, Rebecca Simonson, Florence Clark.

which these powers may be released and more fully developed; the commitment to peace, which possibly has not met with success due to the fact that the peace of one country depends on a commitment to the peace of the world.

Teacher training must elaborate this conception of American civilization in order to make teaching what it really can be, the greatest of all professions.

## Recent Developments in the Oklahoma City Case

Recent developments in the Oklahoma City yellow dog contract case have brought about at least a temporary change of policy. As directed by the AFT Executive Council, Vice-President Mary Moulton and Secretary-Treasurer Kuenzli visited Oklahoma City September 24-26, where they consulted with leaders in the AFT local, with outstanding labor leaders, and with school officials, including the president and one other member of the school board and the board at-

torney.

All persons concerned seemed willing to meet with the AFT officers and to discuss the matter frankly. Superintendent H. B. Bruner was very cooperative in providing an opportunity to meet with board members and the board attorney. His position was that he fully appreciated the seriousness of the professional problem but that because the schools of the city had been in a chaotic condition in recent years he had accepted the responsibility of "cleaning up the whole mess" including the conditions from which the yellow dog contract emanated.

Since the first steps have been taken toward a settlement of this serious dispute, the campaign of letters to the board members and other officials should be discontinued until further notice. The AFT representatives have accepted in good faith the desire of the school officials in Oklahoma City to settle the controversy according to sound principles of negotiation. Unless negotiations bog down, the campaign by AFT locals and other labor bodies should be discontinued.

## Council Makes Important Decisions

**R**EALIZING that no period in history has ever held greater possibilities for good or ill than does the immediate future, the new AFT Executive Council faced its correspondingly heavy responsibilities with courage and vigor.

### Commission on Educational Reconstruction Created

The most important result of their thought and effort during their eight post-convention sessions was the creation of the new AFT Commission on Educational Reconstruction, which is charged with the task of building a program of action based on the research and study of the AFT Commission on Education and the Postwar World.

The AFT is remarkably fortunate in having as chairman of the new commission Dr. Floyd W. Reeves, whose experience as chairman of the Conference on Postwar Readjustment of Civilian and Military Personnel, established by direction of President Roosevelt, is invaluable. Indeed no person in the United States is better qualified than Dr. Reeves to act as chairman of the new commission.

Not only is he a man of vision and an outstanding liberal, but his ideas and plans are practical, since they are based on a solid foundation of

research and a careful consideration of the consequences of any program which he supports.

For further details concerning this exceptionally significant development in AFT history see pages 20 and 21.

### Executive Committee of the Council Established

In order to implement the policies of the AFT more speedily and effectively the Executive Council decided to establish an executive committee, which is to meet at least four times a year in addition to the regular Council meetings. The members of this executive committee are: President Joseph Landis, Secretary-Treasurer Irvin Kuenzli, Legislative Representative Selma Borchardt, and Vice-Presidents Arthur Elder, G. Y. Smith, Stanton Smith, and Helen Taggart.

### Washington, D. C. Office Planned

Another step taken by the Council in order to facilitate the implementation of AFT policies, as well as to assist the legislative representative in her work, was the formulation of plans for establishing an office in Washington, D.C. as soon as possible.

## Areas Assigned to Vice-Presidents

Areas of supervision were assigned to the vice-presidents as follows:

Carl Benson—Ohio, West Virginia.

Selma Borchardt—District of Columbia, Delaware, Maryland, Virginia.

George Counts—Colleges throughout the country.

Ruth Dodds—California, Arizona, Colorado, Nevada, New Mexico, Utah.

Arthur Elder—Michigan.

Lettisha Henderson—Iowa, Minnesota, North Dakota, South Dakota, Wisconsin.

Lila Hunter—Washington, Idaho, Montana, Oregon, Wyoming.

Mary Moulton—Missouri, Arkansas, Kansas, Nebraska, Oklahoma, Texas.

E. Robert Leach—Indiana.

Natalie Ousley—The country as a whole.

Rebecca Simonson—New York, Pennsylvania, New Jersey.

G. Y. Smith—Georgia, Florida, North Carolina, South Carolina.

Stanton Smith—Tennessee, Alabama, Louisiana, Mississippi.

Helen Taggart—Illinois.

No definite area was assigned to Vice-President John Connors because his work takes him to all parts of the country. Miss Frances Masterson, president of the Massachusetts Federation of Teachers, has been asked to serve as representative of the Council in the area formerly assigned to him—the New England area.

## Education by New Media

Various recommendations made by the convention committee on education by new media were

approved by the Council. These recommendations included the following:

1. That the AFT ask the United States Office of Education for due representation on the FREC (Federal Radio Education Committee).

2. That the Executive Council or a committee of the AFT call the attention of members and of the proper educational authorities and offices to the need for:

a) The extension and expansion of in-service training for teachers in the use of new media in education.

b) The establishment of more audio-visual education courses in our teachers' colleges and universities.

3. That the Executive Council or a committee of the AFT call to the attention of school authorities the need for improving the physical arrangement and properties of schools and classrooms for the effective utilization of those teaching aids, the proper use of which gives students a richer background of experience, and will, therefore, be of great value in preparing pupils for the solution of social-economic problems.

4. That a radio script exchange be established for the benefit of locals which can secure radio time for teachers' union broadcasts.

5. That the standing committee on education by new media be granted authority to negotiate for free radio time to present dramatic programs sponsored by the AFT.

The Executive Council voted to petition the proper governmental agencies to distribute to the public schools on the basis of need all audio-visual equipment such as lanterns, motion picture projectors, and other valuable aids now used by the Army and Navy, at whatever time such equipment is released by the government.



THE EXECUTIVE COUNCIL

BACK ROW: Miss Taggart, Mrs. Ousley, Mr. Benson, Mr. Stanton Smith, Mr. Elder, Mr. Leach, Mr. G. Y. Smith, Miss Moulton, Miss Henderson.  
FRONT ROW: Miss Dodds, Miss Hunter, Mr. Connors, Mr. Kuenzli, Mr. Landis, Dr. Counts, Miss Borchardt, Mrs. Simonson.

The Council also authorized Dr. George Counts to represent the AFT officially on the Commission on Moving Pictures for Educational Purposes—a commission of the American Council on Education.

### **Academic Freedom Cases Considered**

Six academic freedom cases, including the Oklahoma City case, were studied by the Council and action was taken on each.

### **Vocational Education**

The Council also studied the report of the convention committee on vocational education. This report called attention to the following points:

1. With the close of the war, the extensive program of vocational education organized for wartime productions must not be abandoned, but should be retained and adapted to the peace-time needs of the nation, so as to provide widely differentiated courses of training suitable to the millions of industrially demobilized youth and adults who will be in need of vocational training and retraining.

2. The conversion of this program of vocational training should be planned and supervised locally to fit local needs, by agencies of public education, in cooperation with organized labor, the U.S. Employment Service, representatives of industry, and other appropriate local groups.

3. The probability of widespread unemployment among industrially demobilized youth whose education was interrupted for unskilled or semi-skilled wartime work and among others whose graduation from high school will occur during this postwar period, presents a national problem making it imperative that, as in wartime, provision be made by the federal government for the financing of an adequate program of vocational training planned for peace-time needs.

4. It seems appropriate that the initiative in proposing necessary legislation and in organizing local groups for cooperative effort in planning and administering suitable programs be assumed by the AFT and by its locals, respectively.

The following resolution, presented by the convention committee on vocational education, was adopted by the Council:

WHEREAS, The war emergency has necessitated the organization of many special training programs created to provide for the rapid training of skilled and semi-skilled workers in the war industries; and

WHEREAS, These training programs have been established hastily and without proper study of community needs; and

WHEREAS, During the depression years and through out the present emergency regular apprenticeship training has been largely curtailed; therefore be it

*RESOLVED*, That the Executive Council call upon the locals to watch carefully, in cooperation with local labor boards, the program of training and retraining in the postwar period, to insure that it meets local needs and that standards of training are maintained; and be it further

*RESOLVED*, That the AFT request the AFL to urge its member groups to resume and expand to the maximum their regular apprenticeship training program in cooperation with the Federal Apprenticeship Board, state vocational agencies, and local school systems.

### **Publicity and Public Relations**

The following resolutions, recommended by the convention committee on publicity and public relations, were adopted by the Council:

#### **LABOR AND THE PRESS**

WHEREAS, In this critical period in world history a large section of the commercial press has given evidence of strong anti-labor bias; and

WHEREAS, This daily propaganda influences the minds of millions of Americans toward an antagonism to organized labor, against which the labor movement has no adequate defense; and

WHEREAS, Such anti-labor bias manifests itself toward both the direct activities of labor unions and social legislation to prevent or alleviate unemployment and post-war maladjustments, as well as toward the establishment of a fair standard of living for all; therefore, be it

*RESOLVED*, That the American Federation of Teachers:

1. Urge its locals to give active support to those newspapers whose attitude towards labor is fair.
2. Urge its locals to join the local labor press association of their own areas.
3. Urge its locals to cooperate actively in the improvement of the local labor press by constructive criticism and active collaboration.
4. Enlarge its own national program of public relations.
5. Urge upon the American Federation of Labor a greatly expanded program of public relations.

#### **OFFICIAL ORGANS OF RELIGIOUS GROUPS**

WHEREAS, Official organs of religious groups have chosen to take sides on non-religious issues; and

WHEREAS, Teachers have been unjustly criticized and called to account because of entirely proper class discussion; and

WHEREAS, A free and frank discussion of controversial issues is an absolute prerequisite to their intelligent solution; therefore be it

*RESOLVED*, That official organs of religious groups should be subject to the same standards of criticism as are other journals of opinion when such official organs choose to take a stand on political, economic, and other non-religious issues; and be it further

*RESOLVED*, That in no sense should such criticism be construed as an attack on the religion of that group.

#### RECOMMENDATIONS ON PUBLICITY AND PUBLIC RELATIONS

The following eleven recommendations made by the convention committee on publicity and public relations were approved by the Council:

1. That the standing committee on publicity and public relations, in cooperation with the national office, prepare a handbook of specific and concrete suggestions for the use of locals in securing publicity and developing good public relations and that such a handbook be distributed to all existing locals and included with the charter of all new locals.
2. That a "First-Aid" kit, comprising samples of all publicity material available through the national office and any other material which the committee can assemble giving suggestions for the conduct of unions be distributed to all new locals with the charter.
3. That digests of the legislative reports be published as a regular feature of the *AMERICAN TEACHER* in order to secure wider dissemination of information on national affairs and the position of labor with regard to them, since legislative reports seldom reach the membership.
4. That every local be urged to establish as soon as it can a news organ of some type to report the activities of the local for the information of its membership and the general public. A lively sheet is in itself an excellent means of building interest in and respect for the local.
5. That in the interest of good public relations, locals use great discretion in expressing attitudes critical of the AFT through their papers which reach the general public.
6. That locals make some type of conference with other civic organizations part of their public relations program and cooperate with such groups in the community whose programs the union can support.
7. That locals consolidate their relation with other unions in the community by offering the resources of the teachers' union in research, workers' education, leaders, and speakers.

8. That the AFT sponsor the writing and publication through regular trade channels of children's books presenting constructive attitudes toward workers and their organizations.

9. That locals within the reach of teacher training institutions develop a program for reaching the students while they are in school to acquaint them with the AFT.

10. That the AFT continue to sponsor such promising summer workshops as the one at Madison, Wis.

11. That some machinery be developed to collect information about successful practices in locals in securing their programs. To this end, we recommend that every local designate some person who will be responsible for sending all relevant information and material to the national office concerning the procedure followed in such aspects of their program as might be representative.

#### Tenure

The report of the convention committee on tenure, consisting of a statement of the essentials of a good tenure bill, was studied carefully by the Executive Council and was turned over to the standing committee on tenure, with the suggestion that the committee study certain issues raised in the report and prepare a series of articles on tenure laws for the *AMERICAN TEACHER*.

#### "American Teacher" to Publish Other Committee Reports

The reports of the taxation and school finance committee and of the credit union committee were studied by the Council and turned over to the *AMERICAN TEACHER* for publication in a later issue.



#### Resolution of Appreciation MISS LENA HULTS

WHEREAS, Miss Lena Hults has for twenty-five years rendered efficient and devoted service to the AFT far above that which could be asked in the usual performance of duty; therefore, be it *Resolved*, That the AFT in convention assembled express its appreciation of Lena Hults' fine service to the organization; and be it further *Resolved*, That in evidence thereof there be presented to her a token of affection and esteem.

## Have a Coca-Cola = Join in the fun



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